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ABSTRACT

This set of materials contains three manuals and a supplement of programs for instructors and trainees. Part 1 of the Language and Study Skills Manual contains a list of the materials to be covered in the six language skill areas (basic language skills, vocabulary skills, predictionary skills, grammar and usage, letter-writing, and reference and study skills), entry criterion for the program, and descriptions of the training situation and the corpsman advisory point system. Part 2 suggests instructional procedures which include the criteria for selecting the trainee for the language and study skills program, and information on how to place a trainee in a language skill area; and contains the trainee-supervised learning material. Part 3 discusses the instructor's area assignment guides in the six language skill areas. The Language Study Skills Handbook presents the rules for and examples of the skills covered in the Language and Study Skills Program. A reference book for instructors and trainees, it contains the reading selections for the tutorial program described in the Language and Study Skills Manual, Section H. The Test Book for Language and Study Skills contains copies of record sheets for the language skills areas and copies of tests and answer keys. (SW)

PM 400-11

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LANGUAGE & STUDY SKILLS



FSN 7610 - T72 - 9021

JOB CORPS
OFFICE OF ECONOMIC OPPORTUNITY
Washington, D. C. 20508

CS 201 615

Language and Study Skills Manual

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A. Materials Required by the Language and Study Skills Program

Item No.	ITEM	Job Corps Catalog No.
6030	Language Skill Films and Tests (large brown box)	
	<u>12 Filmstrips</u>	
	1. Capitalization and Abbreviation	LC001
	2. Capitalization and Abbreviation, Review	LC002
	3. End Punctuation and Commas	LC003
	4. Contractions and Possessives	LC004
	5. Vocabulary: Prefixes and Suffixes	LC005
	6. Vocabulary: Synonyms and Antonyms	LC006
	7. Vocabulary: Homonyms	LC007
	8. Pre-Dictionary Skills	LC008
	9. Pre-Dictionary Skills	LC009
	10. Pre-Dictionary Skills, Review	LC010
	11. Language Usage	LC011
	12. Language Usage, Review	LC012
	<u>9 Tests</u>	
	1. Capitalization	LCT001
	2. Abbreviation	LCT002
	3. End Punctuation and Commas	LCT003
	4. Contractions and Possessives	LCT004
	5. Vocabulary: Prefixes and Suffixes	LCT005
	6. Vocabulary: Synonyms and Antonyms	LCT006
	7. Vocabulary: Homonyms	LCT007
	8. Pre-Dictionary Skills	LCT010
	9. Language Usage	LCT012

Item No.	ITEM	Job Corps Catalog No.
6031	Reference Skills (3 brown boxes) Box 1 Box 2 Box 3	SC001
6032	Letter Writing (1 brown box)	LC013
6008	Learning How to Use the Dictionary (Text)	LM002
6009	with Teacher's Manual	
1746	and Test Booklet	
6012	TMI Programmed Punctuation (Text)	LT001
6018	English as a Communication Skill (Text) with Teacher's Key Guide	LU001
6017	English as a Communication Skill Exercise Book (Workbook)	
6007	Webster's New World Dictionary Elementary Edition (Text)	LM001
6000	Graph and Picture Study Skills (Kit)	SL001
6001	Map and Globe Skills (Kit)	SL002
6002	Study Skills Box 1 (Kit)	SE001-SE016
6003	Study Skills Box 2 (Kit)	SE017-SE025
6004	Study Skills Box 3 (Kit)	SE026-SE036
6028	Listen and Read G-L, Tapes 1-30	
6027	Listen and Read G-L, Workbook	

Item No.	ITEM	
6033	Mastering Capitalization and Punctuation	
6036	Mastering the Sentence	
6035	Mastering Parts of Speech	
6034	Mastering Good Usage	
	Language and Study Skills Manual	PM 400 - 11
	Language and Study Skills Handbook	PM 400 - 11A
	Language and Study Skills Record Sheet Pads (One for each of the six Areas)	JC Forms 166 through 171
	Test Book for Language and Study Skills Tests LCT013-LCT018	PM 400 - 11B

B. Tests and Answer Keys

Remove the following tests and answer keys from the open materials and place them in your test file.

Tests

1. Language Skill Tests (located in the filmstrip box)

- | | |
|---|--|
| a) Test LCT001: Capitalization | page 1 envelope
page 2 envelope |
| b) Test LCT002: Abbreviation | page 1 envelope
page 2 envelope
page 3 envelope
page 4 envelope |
| c) Test LCT003: End Punctuation and Commas | page 1 envelope
page 2 envelope
page 3 envelope |
| d) Test LCT004: Contractions and Possessives | page 1 envelope
page 2 envelope |
| e) Test LCT005: Vocabulary: Prefixes and Suffixes | page 1 envelope
page 2 envelope
page 3 envelope |
| f) Test LCT006: Vocabulary: Synonyms and Antonyms | page 1 envelope
page 2 envelope
page 3 envelope |
| g) Test LCT007: Vocabulary: Homonyms | page 1 envelope
page 2 envelope |
| h) Test LCT010: Pre-Dictionary Skills | page 1 envelope
page 2 envelope |
| i) Test LCT012: Language Usage | page 1 envelope
page 2 envelope |

2. Reference Skills Test (located in Reference Skills Box 1)

- | | |
|----------------------------------|------------------------------------|
| a) Test SCT001: Reference Skills | page 1 envelope
page 2 envelope |
|----------------------------------|------------------------------------|

3. Test Book for Language and Study Skills Tests LCT013-LCT018

Answer Keys

1. Language Skill Answer Keys (located in the filmstrip box)

Answer Key for Language Skills Tests LCT001-LCT012 4 copies

2. Reference Skills Answer Keys (located in page 1 test envelope)

Answer Key for Reference Skills Test SCT001 2 copies

3. Answer Key for Language and Study Skills Tests LCT013-LCT018

C. Instructor's Materials

1. Language and Study Skills Manual
2. Language and Study Skills Handbook
3. Language and Study Skills Record Sheet Pads (1 pad for each of the 6 areas)
4. Test Book for Language and Study Skills Tests LCT013-LCT018*
5. Answer Key for Language and Study Skills Tests LCT013-LCT018*

* A copy of these materials is in the Appendix of this Manual.

I. INTRODUCTION

A. The Six Language Skill Areas	1
B. Entry Criterion for the Program	3
C. The Training Situation	3
D. Corpsman Advisory Point System	3

I. Introduction

The Job Corps Language and Study Skills Program has two purposes:

To improve the trainee's use of English by acquainting him with the basic conventions of the English language.

To improve the trainee's study skills by acquainting him with ways of locating information and with various analytical and critical techniques for utilizing information.

A. The Six Language Skill Areas

The program covers six language skill areas. The six areas are:

Area 1: Basic Language Skills

Capitalization

Abbreviation

End Punctuation and Commas

Contractions and Possessives

Area 2: Vocabulary Skills

Prefixes and Suffixes

Synonyms and Antonyms

Homonyms

Area 3: Pre-Dictionary Skills

Vowels and Consonants

Syllables and Accents

Plurals

Alphabetizing

Use of the dictionary

Area 4: Grammar and Usage

Complete Sentences

Subjects and Predicates

Agreement of Subject and Verb

Use of Pronouns

Double Negatives

Combining Simple Sentences

Separating Run-Together Sentences

Paragraphs

Area 5: Letter-Writing

Business Letters

Friendly Letters

Letters of Application

Area 6: Reference and Study Skills

Use of Library Source Books

Outlines

Summaries

Organization and Purpose

Facts and Opinions

Formula for Effective Study

Interpreting Maps, Globes, Charts,

Diagrams and Tables

Areas 1 through 4 acquaint the trainee with the rules and conventions of mechanics, vocabulary, grammar and usage.

Area 5 applies the conventions of mechanics, grammar and usage to the construction of business letters, friendly letters, and letters of application.

Area 6 acquaints the trainee with the types of information available in books and in the library, and teaches him some of the skills involved in the organization, evaluation, and interpretation of information.

Areas 1 through 5 constitute the basic program. All trainees complete the first 5 areas before beginning Area 6.

Area 6 is the advanced program. It is primarily for trainees who show special interest or aptitude, or who are interested in GED preparatory work.

B. Entry Criterion for the Program

Any trainee at Job Corps Reading Level 5 or higher who has demonstrated proficiency on the manuscript portion of the Handwriting Diagnostic Test is eligible for the Language and Study Skills Program.

C. The Training Situation

The Language and Study Skills Program may be used in conjunction with the Reading Program, or it may be set up as a separate and independent class.

D. Corpsman Advisory Point System

A total of 12 progress points may be earned in the Language and Study Skills Program: 1 point for the completion of each of Areas 1, 2, and 3; 2 points for the completion of each of Areas 4 and 5; 3 points for the completion of Area 6; and 2 bonus points for the completion of the entire program.

II. INSTRUCTIONAL PROCEDURES

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II. Instructional Procedures

Important

The procedures section of the manual is set up in the following way:

1. A step-by-step list of instructional procedures for each component of the program follows a general description of the component.
2. The last step in the list of procedures directs you to the next appropriate component of the program.

To administer the program properly, it is essential to follow the stated sequence of components.

A. Scheduling the Training Situation

1. Description

The trainee's time in the Language and Study Skills Program should not exceed 30 minutes per session.

2. Procedures

Go to Section B, page 6.

B. Selecting a Trainee for the Language and Study Skills Program

1. Description

Any trainee whose Job Corps Reading Level is 5 or higher is eligible for the program. However, before entering the Language and Study Skills program, the trainee must have demonstrated proficiency on the manuscript portion of the Handwriting Diagnostic Test.

2. Procedures

- a. Select a trainee whose Job Corps Reading Level is 5, 6, 7, 8, or 9.
- b. Check to see if the trainee has passed the manuscript portion of the Handwriting Diagnostic Test. (If not, the trainee should be scheduled for the Handwriting Program; see the Handwriting Manual for placement procedures.)
- c. When you have selected a trainee for the program, go to Section C, page 7.

C. Placing a Trainee in a Language Skill Area

1. Description

The following table summarizes the information necessary for placing the trainee in one of the six language skill areas.

Area	Entry Prerequisites	Basis for Decision
Area 1: Basic Language Skills	None	Instructor's Preference or Trainee's Preference
Area 2: Vocabulary Skills	None	Instructor's Preference or Trainee's Preference
Area 3: Pre-Dictionary Skills	None	Instructor's Preference or Trainee's Preference
Area 4: Grammar and Usage	None	Instructor's Preference or Trainee's Preference
Area 5: Letter Writing	Completion of Areas 1 & 4	Consult trainee's record folder. Must have passed all the tests in Areas 1 & 4
Area 6: Reference & Study Skills	Completion of Areas 1, 2, 3, 4 & 5	Consult trainee's record folder. Must have passed all the tests in Areas 1, 2, 3, 4 & 5

Areas 1, 2, 3 and 4 have no prerequisites (other than the general entry criteria stated on p. 3), so the trainee may start the Language and Study Skills Program in any one of these areas.

To start Area 5, the trainee must have completed Areas 1 and 4.

To start Area 6, the trainee must have completed Areas 1, 2, 3, 4 and 5.

2. Procedures for Area Placement

- a. Place the trainee in one of the language skill areas.
- b. When you have completed this step, go to Section D, page 8.

D. Use of the Area Assignment Guide

1. Description

For each of the six language skill areas the instructor has an assignment guide. It contains the following parts:

- Part I: Special instructions for the area
- Part II: Flow charts of tests and materials for the area
- Part III: Tutorial program references
- Part IV: Assignments for special types of trainee-supervised learning material (for Areas 4, 5, and 6 only)

The instructor's area assignment guides are in Section III of this manual.

2. Procedures

- a. In Section III of this manual, find the assignment guide for the area in which you placed the trainee.
- b. Read Part I, Special Instructions, of the assignment guide.
- c. After you have read through the special instructions for the area, go to Section E, page 9, of this manual.

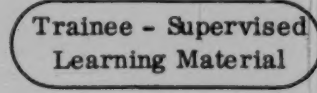
E. Interpretation of the Flow Charts

1. Description

The flow charts for the program contain the following 4 types of symbols:



Square



Oblong



Circle



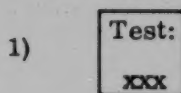
Triangle

Tests are always enclosed in squares. Trainee-supervised parts of the program are always enclosed in oblongs. The tutorial part of the program is always enclosed in a circle. Completion of all the work in an area is indicated by a triangle.

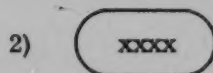
For each of the 4 components of the Language & Study Skills Program - the tests, the trainee-supervised learning material, the tutorial program, and the completion of a language skill area - there is a corresponding section in the manual which states the procedures for that component.

2. Procedures for Interpreting the Flow Charts

- a. Find the trainee's position on the area flow chart.
- b. From the following symbols select the one which corresponds to the trainee's place on the flow chart:



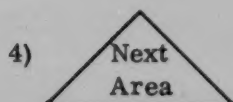
The trainee is ready for a test. Go to Section F, page 10.



The trainee is ready for self-supervised material. Go to Section G, page 11.



The trainee is ready for a tutorial program. Go to Section H, page 12.



The trainee is to be assigned progress points for completion of an area. Go to Section K, page 16.

F. Test Administration

1. Description

The tests on the flow chart are identified by a code number.

For example,

Test: LCT003

, where the code number is LCT003.

Most of the tests in the Language and Study Skills Program are multiple-choice type tests. The procedures of this section are for multiple-choice tests. If additional instructions are necessary for a test, they appear in the special instructions section of the instructor's assignment guide.

2. Procedures for Test Administration

- a. From your test and answer key file, remove the test and answer key with the same code number as that given on the flow chart.

IMPORTANT

Be sure you have all the pages for the test.

Check page iv of the manual for this information.

- b. Give the test to the trainee and tell him to write his name and the date on the test.
- c. Read the directions to the trainee.
- d. Tell the trainee to work the example question.
- e. Ask the trainee if he has any questions.
- f. Answer any questions you can without telling him the answer to any of the test items.
- g. When the trainee completes the test, collect it and go to Section I., page 13.

G. Trainee-Supervised Learning Material

1. Description

Material enclosed in oblongs on the flow chart is material in which the trainee supervises his own work. In most cases, the learning material is identified by name or code number.

For example: Filmstrip:
LC012 Any information relevant to the trainee's use of the material is in Part I of the appropriate Instructor's Area Assignment Guide.

In some cases, the learning material is identified by the expression: Assignment 1 (or 2, or 3). For example:

Assign.
1 This refers to trainee assignments constructed from several different material sources. The assignment, its materials and procedures, are in Part IV of the appropriate Instructor's Area Assignment Guide.

2. Procedures

- a. Check Part I of the appropriate Instructor's Area Assignment Guide for special instructions that might apply to the trainee's learning material.
- b. If the learning material is identified by the expression Assignment on the flow chart, go to Part IV of the Area Assignment Guide.
- c. Direct the trainee to the appropriate learning material.
- d. When the trainee completes the self-supervised material, find his position on the flow chart and go to Section E, page 9.

H. The Tutorial Program

1. Description

The tutorial program is for trainees who need special attention from the instructor.

The instructor's references for the tutorial program are contained in Section III of the Instructor's Area Assignment Guide. The references consist of a list of reading selections and practice exercises which cover the appropriate language skills.

The tutorial program references can be used in several ways:

- a. The instructor presents a lesson based on the reading selections and practice exercises.
- b. The instructor assigns the references to the trainee and supervises his work.

2. Procedures

- a. Where it is indicated on the flow chart that the trainee requires a tutorial program, go to Part III of the instructor's assignment guide for the appropriate references.
- b. When the trainee's performance on the exercises indicates that he has mastered the skills, give him the test indicated on the flow chart.
- c. Go to Section F, page 10, for test administration procedures.

I. Scoring the Tests

1. Description

The procedures in this section are for the multiple-choice type tests.

2. Procedures for Scoring the Tests

- a. Find the Answer Key with the same code number as the test.
- b. Place a red x beside the answers which are correct.
- c. Count the number correct and place the number at the top of the test.
- d. When you have scored the test, go to Section J, page 14.

J. Use of the Record Sheet

1. Description

For each of the six language skill areas there is a record sheet. The trainee record sheets look like this:

Record Sheet for Area 2

Name _____

Progress Points Reported? _____

Yes ☐

Pre-Test

Test	# Right	Date	# Right	Date	# Right	Date....
LCT005	4	8/10/66	18	8/20/66		
LCT006						
LCT007						

LCT005 LCT006 LCT007

Fail	0-14	0-14	0-6
Pass	15-19	15-19	7-9

The tests in the area are listed down the left hand column; places for the scores and the dates the trainee took the same tests are on the line across from the code number of the test.

Example: 1. The trainee took LCT005 on 8/10/66 and got 4. According to the flow chart and to the record sheet, this is a FAIL score, so you simply enter the number 4 on the right and the date as shown in the example.

2. The trainee again took LCT005 on 8/20/66 and got 18 right. According to the flow chart and to the record sheet, this is a PASS score, so you enter this score and the date, then place an x in the column marked PASS.
3. By placing an x in the column marked PASS, you have a quick view of the trainee's progress through the area.
4. To determine if a trainee has completed an area, simply refer to the PASS column. If all the blanks have x's in them, he has completed the area.

2. Procedures for Record Keeping

- a. Select the Record Sheet that corresponds to the area in which the trainee is working.
- b. Write trainee's name on the record sheet.
- c. Enter the number right and the date across from the appropriate test.
- d. Check the record sheet to see if the score falls in the PASS or FAIL range.
- e. If the score is in the PASS range, place an x in the PASS column across from the test.
- f. If this is the last test in the area, go to Section K, page 16.
- g. If this is not the last test in the area, go to Section L, page 18.

K. Reporting Progress Points

1. Corpsman Advisory Point System

A total of 12 progress points may be earned in the Language and Study Skills Program: 1 point for the completion of each of Areas 1, 2, and 3; 2 points for the completion of each of Areas 4 and 5; 3 points for the completion of Area 6; and 2 bonus points for the completion of the entire program.

If the trainee does any work in an area, he is awarded the progress points for that area. If the trainee bypasses an area completely by passing all its tests, he does not receive the progress points for that area.

On JC Form 511, milestones 1 through 6 correspond, respectively, to Areas 1 through 6. Milestones in the Language and Study Skills Program are unique in that more than one progress point may be awarded per milestone. The following table lists the milestones with their corresponding areas and progress points.

Language & Study Skills Milestones	Area	Progress Points Earned
1	Completion of Area 1	1
2	Completion of Area 2	1
3	Completion of Area 3	1
4	Completion of Area 4	2
5	Completion of Area 5	2
6	Completion of Area 6	3
Bonus for completing the entire program		2
	Total	12

2. Procedures for Reporting Progress Points

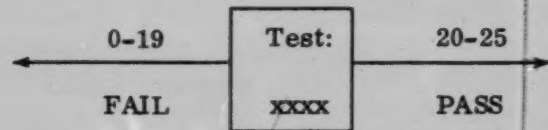
- a. On JC Form 511, enter the trainee's name, Social Security Number, the date he completed the area, and your center number.
- b. In the box marked "OTHER (SPECIFY)," place an x; beside the box write "Language and Study Skills."
- c. Place a check mark in the milestone box with the same number as the area the trainee completed.
- d. Initial the form.
- e. On page 16 find the number of progress points awarded for the area. Report this number to the Corpsman Advisor when you turn in the completed form.
- f. When you have reported to the Corpsman Advisor, place an x on the trainee's Area Record Sheet in the box marked "Progress Points Reported?"
- g. When you have entered all the information, go to Section C, page 7.

L. Score Interpretation

1. Description

To interpret the trainee's test score, consult the flow chart.

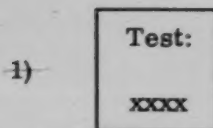
The flow chart looks like this:



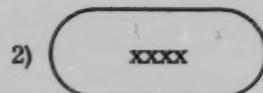
The flow chart states the range of PASS scores and the range of FAIL scores. In this example, if a trainee had scored 17, you would follow the FAIL arrow; if he had scored 21, you would follow the PASS arrow.

2. Procedures for Score Interpretation

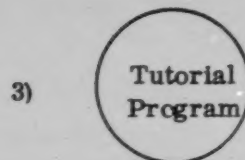
- Find the range of scores in which the trainee's score falls.
- Follow the appropriate arrow to the next symbol on the flow chart.
- From the following symbols select the one which corresponds to the trainee's place on the flow chart:



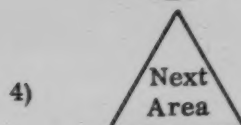
The trainee is ready for a test.
Go to Section F, page 10.



The trainee is ready for self-supervised material. Go to Section G, page 11.



The trainee is ready for a tutorial program.
Go to Section H, page 12.



The trainee is to be assigned progress points for completion of an area. Go to Section K, page 16.

III. INSTRUCTOR'S AREA ASSIGNMENT GUIDES

Area 1: Basic Language Skills	20
Area 2: Vocabulary Skills	31
Area 3: Pre-dictionary Skills	38
Area 4: Grammar and Usage	44
Area 5: Letter Writing	52
Area 6: Reference and Study Skills	60

III. Instructor's Area Assignment Guides

The assignment guides are organized in the following way:

- Part I: Special instructions for the area
- Part II: Flow chart of tests and materials for the area
- Part III: Tutorial program references
- Part IV: Assignments for special types of trainee-supervised learning material (included only in Areas 4, 5, and 6)

Instructor's Assignment Guide

Area 1: Basic Language Skills

I. Special Instructions

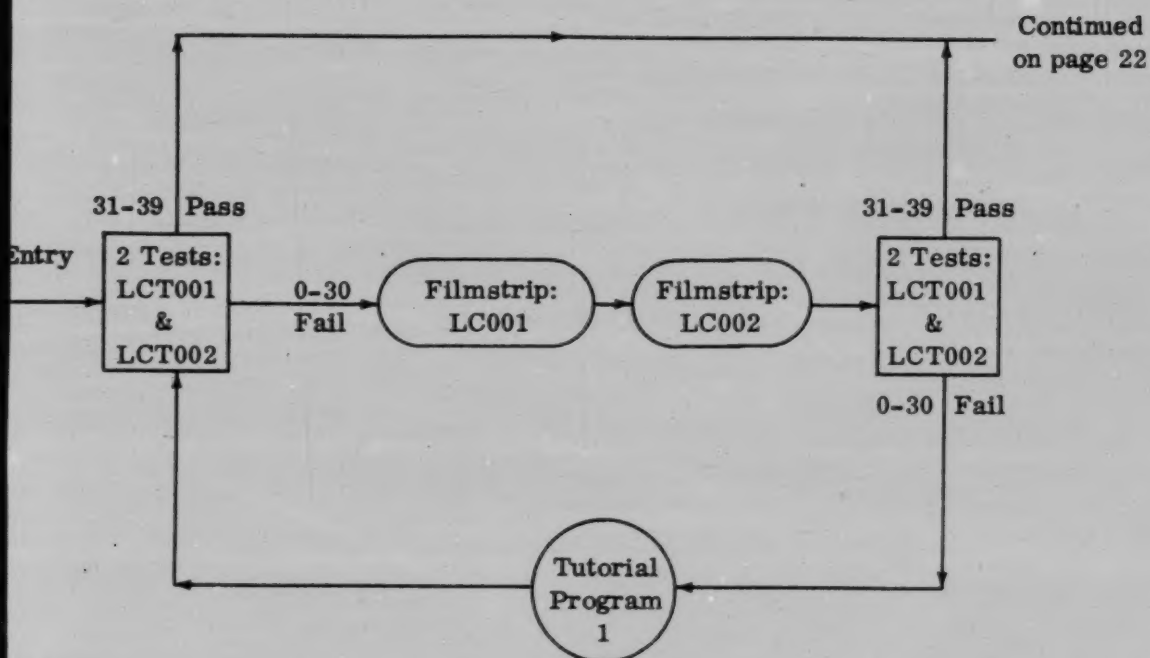
Entry Test

The two tests LCT001 and LCT002 are treated as a unit.

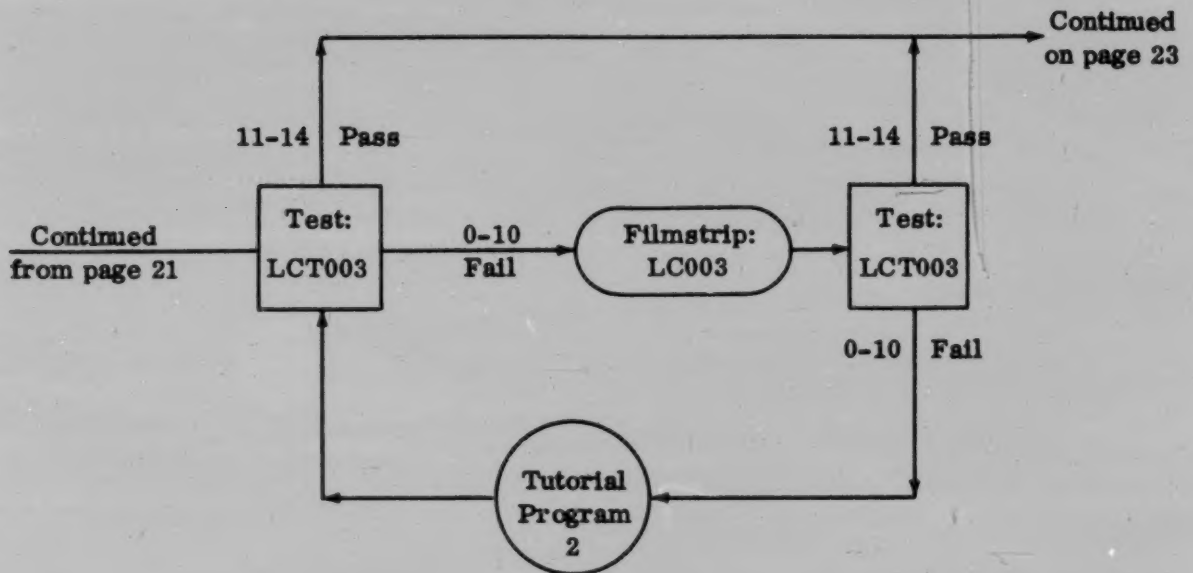
Procedures

1. For each test follow the procedures starting with Section F, page 10, in the manual.
2. When you have a score for both tests, add the two scores together and go to Section J, page 14.

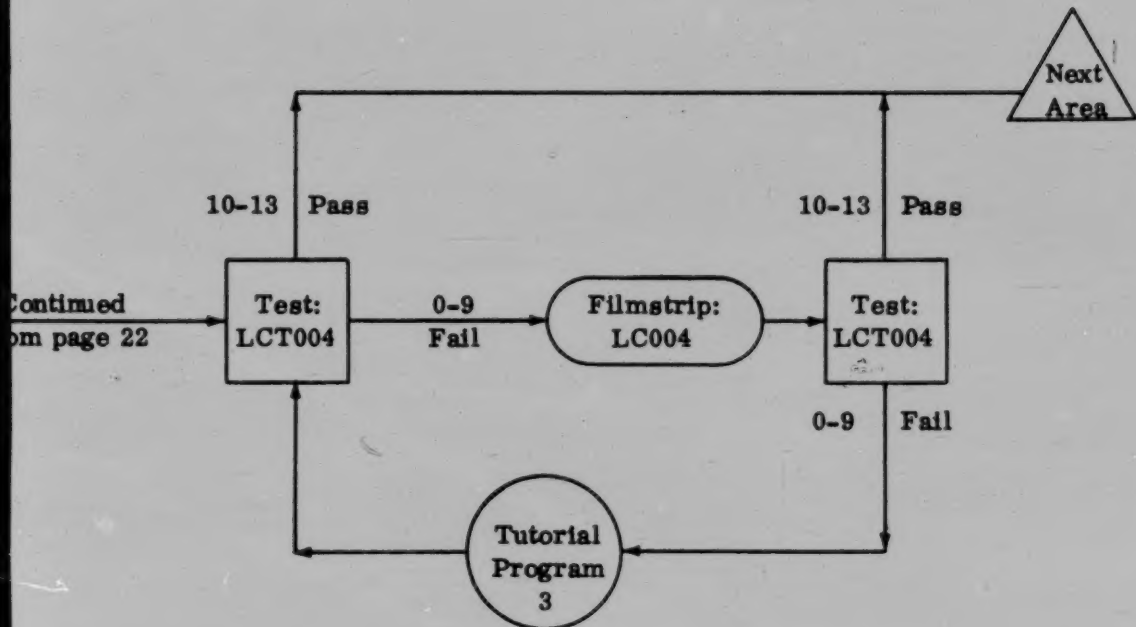
II. Flow-Chart for Area 1



II. Flow-Chart for Area 1 (Continued from page 21)



II. Flow-Chart for Area 1 (Continued from page 22)



III. Tutorial Programs for Area 1

A. Tutorial Program 1: Capitalization and Abbreviation

	<u>Capitalization</u>
Reading Selection & Practice Exercises	<u>Mastering Capitalization and Punctuation*</u> Pages 1 - 14
Procedural Notes	1. These pages are available on pre-printed master carbon units, and are to be duplicated as needed. 2. The answer key to the exercises is in the <u>Teacher's Key for Mastering Capitalization and Punctuation.</u> 3. Pages 53 - 60 contain review exercises and tests over both capitalization and punctuation skills.
* See Teacher's Key for list of exercises according to content and page number.	
Reading Selection	<u>Language and Study Skills Handbook</u> Section I, part A, pp. 1 - 5
Practice Exercises	<u>English As A Communication Skill Exercise Book</u> Exercise A, pp. 32 - 33 Exercise F, p. 36 Exercise F, p. 42 Test V, pp. 44 - 45 Exercise D, pp. 50 - 51 Exercise C, p. 58 Exercise A, p. 115
Procedural Notes	1. The trainee is not to write in the exercise book.

2. Tell the trainee to copy down on a separate sheet of paper the words from the exercises that should begin with a capital letter. The trainee should disregard the directions in the exercise book.
3. The answer key to these exercises is in the teacher's manual for English As A Communication Skill.
4. Score these exercises only for errors in capitalization.

.....

Reading Selection

TMI Programmed Punctuation

&

Practice Exercise

Unit 1, pp. 1 - 1 to 1 - 34, 170 frames

Procedural Notes

1. The trainee is not to write in this text.
2. Tell the trainee to put his answers on a separate piece of paper.
3. This is a time-consuming text.

Abbreviation

Reading Selection

Mastering Capitalization and Punctuation*

&

Practice Exercises

Pages 17 - 18

Procedural Notes

1. These pages are available on pre-printed master carbon units, and are to be duplicated as needed.
2. The answer key to the exercises is in the Teacher's Key for Mastering Capitalization and Punctuation.
3. Pages 53 - 60 contain review exercises and tests over both capitalization and punctuation skills.

* See Teacher's Key for list of exercises according to content and page number.

.....

.....
Reading Selection

Language and Study Skills Handbook

Section I, part B, pp. 6 - 7

Practice Exercises

Construct practice exercises from the words and their abbreviations listed in the Language and Study Skills Handbook reading selection.

B. Tutorial Program 2: End Punctuation, Commas, and Quotations

Reading Selection & Practice Exercises	<u>Mastering Capitalization and Punctuation*</u> Pages 19 - 46
Procedural Notes	1. These pages are available on pre-printed master carbon units, and are to be duplicated as needed. 2. The answer key to the exercises is in the <u>Teacher's Key for Mastering Capitalization and Punctuation</u>. 3. Pages 53 - 60 contain review exercises and tests over both capitalization and punctuation skills.

* See Teacher's Key for list of exercises according to content and page number.

Reading Selection	<u>Language and Study Skills Handbook</u> End Punctuation: Section I, part C, pp. 8 - 10 Commas: Section I, part D, pp. 11 - 13 Quotations: Section I, part E, pp. 14 - 15
Practice Exercises	<u>English As A Communication Skill Exercise Book</u> 1. Identifying the Sentence Types - Exercise D, p. 25 - Exercise A, pp. 37 - 38 - Test III, p. 44 - Exercise C, p. 50 2. End Punctuation - Exercise A, p. 24

3. Commas

Exercise C, p. 40 (top of page)

4. End Punctuation and Commas

Exercise B, pp. 38 - 39

5. End Punctuation, Commas, and Capitalization

Exercise A, pp. 32 - 33

Exercise F, p. 36

Test V, pp. 44 - 45

6. Quotations

Exercises A - D, pp. 281 - 286

Procedural Notes

1. The trainee is not to write in the exercise book.
2. Tell him to write the sentences on a separate piece of paper and make his corrections there.
3. The answer key to these exercises is in the teacher's manual for English As A Communication Skill.

Reading Selection
&

Practice Exercises

TMI Programmed Punctuation

Unit 2, pp. 2 - 1 to 2 - 22, 110 frames

Unit 3, pp. 3 - 1 to 3 - 35, 174 frames

Procedural Notes

1. The trainee is not to write in this text.
 2. Tell the trainee to put his answers on a separate sheet of paper.
 3. This is a time-consuming text.
-

C. Tutorial Program 3: Contractions and Possessives

Reading Selection & Practice Exercises	<u>Mastering Capitalization and Punctuation*</u> Pages 47 - 50
Procedural Notes	1. These pages are available on pre-printed master carbon units, and are to be duplicated as needed. 2. The answer key to the exercises is in the <u>Teacher's Key for Mastering Capitalization and Punctuation.</u> 3. Pages 53 - 60 contain review exercises and tests over both capitalization and punctuation skills.

* See Teacher's Key for list of exercises according to content and page number.

.....

Reading Selection	<u>Language and Study Skills Handbook</u>
	Contractions: Section I, part F, pp. 15 - 16
	Possessives: Section I, part G, pp. 16 - 17
Practice Exercises	<u>English As A Communication Skill Exercise Book</u>
	1. Contractions Exercise F, p. 102 2. Possessives Exercise B, p. 164 Exercise C, p. 198 3. Contractions and Possessives Exercise C, p. 175

.....

.....
Reading Selection

TMI Programmed Punctuation

&

Practice Exercise

Unit 7, pp. 7 - 1 to 7 - 46, 229 frames

Procedural Notes

1. The trainee is not to write in this text.
 2. Tell the trainee to put his answers on a separate sheet of paper.
 3. This is a time-consuming text.
-

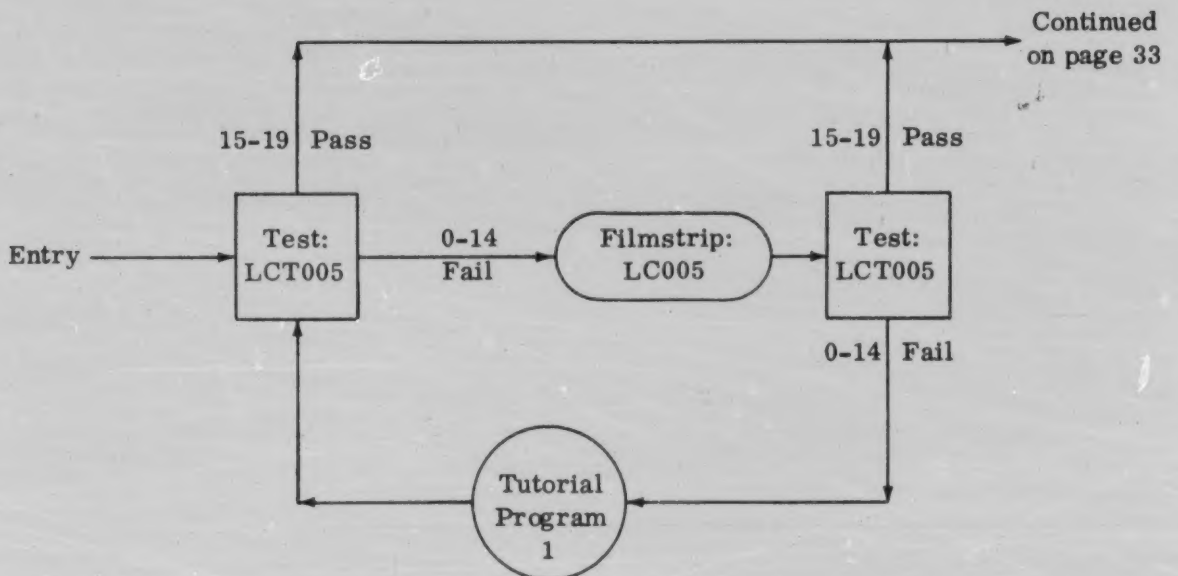
Instructor's Assignment Guide

Area 2: Vocabulary Skills

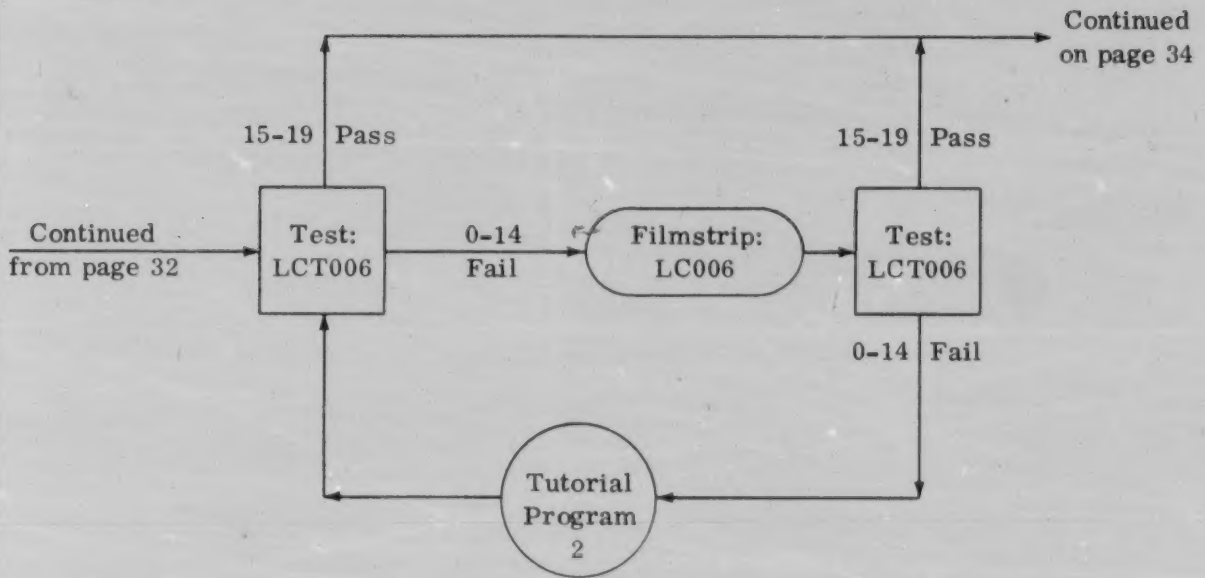
I. Special Instructions

None.

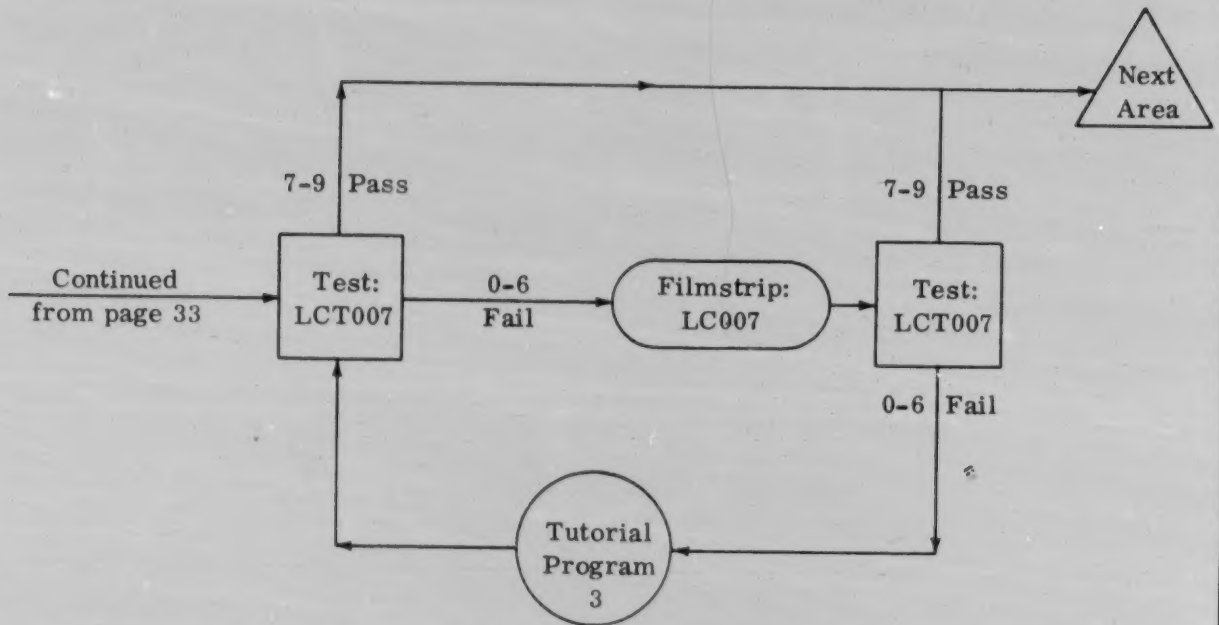
II. Flow-Chart for Area 2



II. Flow-Chart for Area 2 (Continued from page 32)



II. Flow-Chart for Area 2 (Continued from page 33)



III. Tutorial Program for Area 2

A. Tutorial Program 1: Prefixes and Suffixes

Reading Selection	<u>Language and Study Skills Handbook</u>
	Prefixes: Section II, part A, pp. 18 - 19
	Suffixes: Section II, part B, pp. 20 - 21
Practice Exercises	<u>English As A Communication Skill Exercise Book</u>
	1. Prefixes
	Exercise B, p. 62
	Exercise D, p. 145
	2. Suffixes
	Exercise D, p. 63
	Exercise E, p. 132
	Exercise F, p. 145
	3. Prefixes and Suffixes
	Exercise F, p. 153
Procedural Notes	1. The trainee is not to write in the exercise book.
	2. Tell the trainee to put his answers on a separate sheet of paper.
	3. The answer key to these exercises is in the teacher's manual for <u>English As A Communication Skill</u> .

B. Tutorial Program 2: Synonyms and Antonyms

Reading Selection

Language and Study Skills Handbook

Synonyms: Section II, part C, p. 22

Antonyms: Section II, part D, pp. 23 - 24

Practice Exercises

English As A Communication Skill Exercise Book

1. Synonyms

Exercise B, p. 125

Exercise D, p. 138

Exercise D, p. 165

Exercise B, p. 221

2. Antonyms

Exercise E, p. 12

Exercise F, p. 16

Exercise B, p. 24

Exercise E, p. 41

Test II, p. 43

Exercise E, p. 60

Exercise C, p. 125

Exercise C, p. 138

Exercise G, p. 158

Procedural Notes

1. The trainee is not to write in the exercise book.
2. Tell the trainee to put his answers on a separate sheet of paper.
3. The answer key to these exercises is in the teacher's manual for English As A Communication Skill.

C. Tutorial Program 3: Homonyms

Reading Selection

Language and Study Skills Handbook

Section II, part E, pp. 25 - 29

Practice Exercises

English As A Communication Skill Exercise Book

Exercise A, pp. 98 - 99

Exercise B, pp. 136 - 137

Exercise D, pp. 149 - 150

Exercise D, p. 176

Exercise B, p. 190

Exercise G, p. 200

Exercise A, p. 228

Exercise C, p. 290

Procedural Notes

1. The trainee is not to write in the exercise book.
2. Tell the trainee to put his answers on a separate sheet of paper.
3. The answer key to these exercises is in the teacher's manual for English As A Communication Skill.

Instructor's Assignment Guide
Area 3: Pre-Dictionary Skills

I. Special Instructions

A. Learning How to Use the Dictionary

This text must be used in conjunction with Webster's New World Dictionary, Elementary Edition.

B. Tests for Learning How to Use the Dictionary

Special instructions for scoring the tests for this text are necessary:

The tests are located in the Test Booklet for Learning How to Use the Dictionary.

The answer keys are located in the Teacher's Manual for Learning How to Use the Dictionary.

Most of the questions on the test require more than one answer. In most cases, you will give the trainee 1 point for each correct response, so that some questions will have several possible points.

In some cases, you will give the trainee 1 point if all are right; no points if any are wrong.

The list of points for each question are listed in the table on page 39.

NOTE: The Form A test of Sections I and II is used only once - as the pre-test.

The trainee needs to pass only one of the Section tests (Form A or B) to get an X in the pass column of the record sheet.

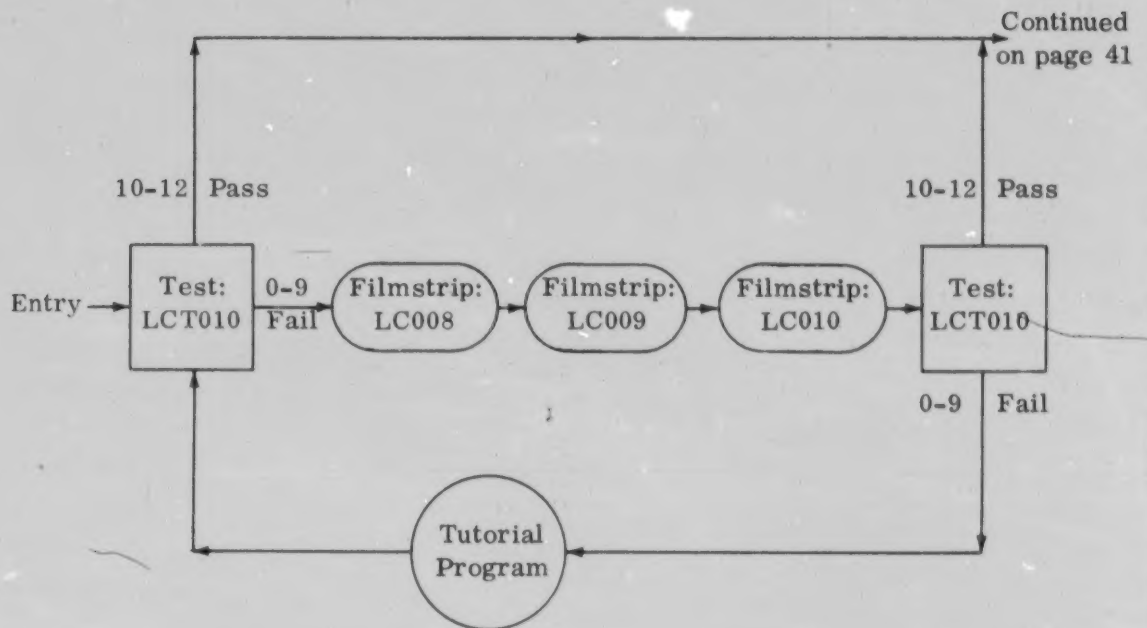
Test Item #	Section I Form A	Section I Form B	Section II Form A	Section II Form B
1	1	1	1	2
2	1	1	2	1
3	1	1	2	1
4	1	1	1	1
5	2	1	1	1
6	1	4	1	1
7	4	1	1	1
8	*1	*1	1	1
9	*1	*1	2	1
10	9	9	2	1
11	6	6	1	1
12	8	8	1	1
13	6	6	1	1
14	*1	*1	1	1
15	*1	*1	1	1
16	4	3	1	1
17	5	5	1	1
18			1	1
19			1	1
20			1	1
21			1	1
22			1	1
23			1	
Total # Points	53	51	27	23

* 1 point for correctly placing the entire list of words in alphabetical order.

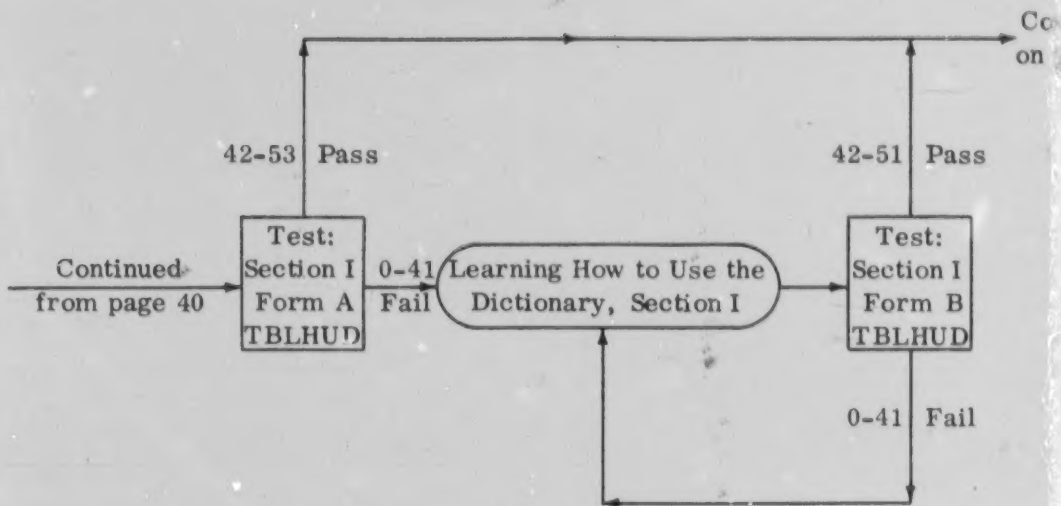
Procedures

1. The trainee is not to write in the test booklet.
2. Tell him to copy his answers on a separate sheet of paper and to number them carefully.
3. Collect the trainee's paper when he finishes.
4. Place a red x by each correct response except for the questions which have an * in the table. For these questions the trainee gets 1 point if all are right, no points if any are wrong.
5. Count the number of correct answers, place the score at the top of the paper, then go to Section J, page 14.

II. Flow-Chart for Area 3

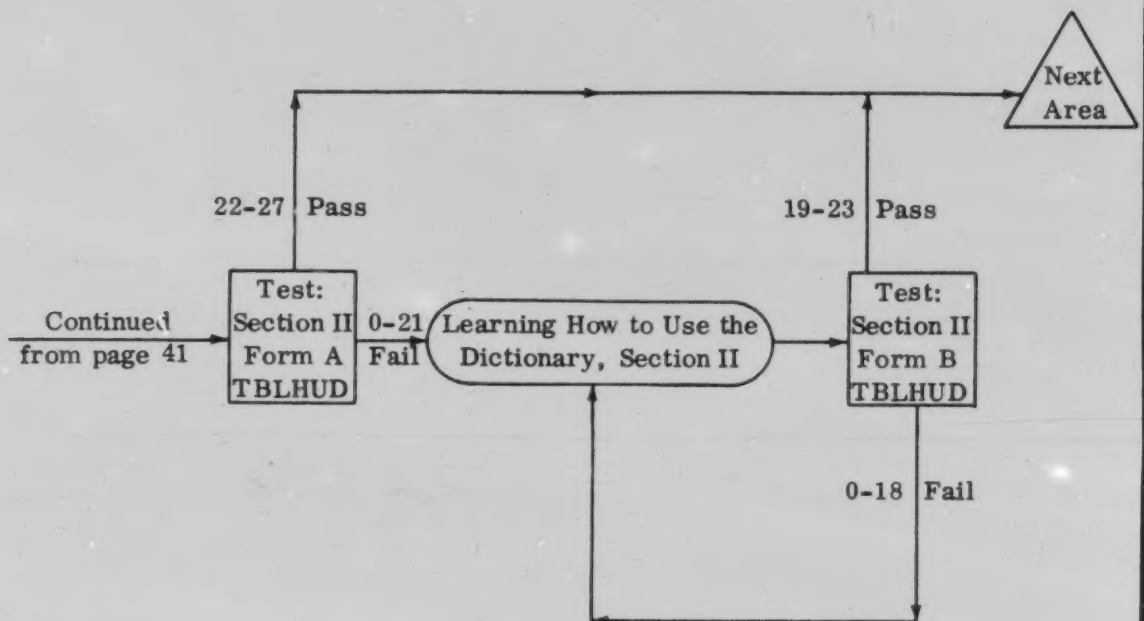


II. Flow-Chart for Area 3 (Continued from page 40)



TBLHUD = Test Booklet for Learning How to Use the Dictionary

II. Flow-Chart for Area 3 (Continued from page 41)



III. Tutorial Program for Area 3: Pre-Dictionary Skills

Reading Selection

Language and Study Skills Handbook

- Vowels & Consonants: Section III, part A, p. 30
- Syllables: Section III, part B, p. 30
- Pronouncing &
Dividing Words: Section III, part C, pp. 30-32
- Accent Marks: Section III, part D, p. 32
- A and An: Section III, part E, pp. 32-33
- Compound Words: Section III, part F, p. 33
- Plurals: Section III, part G, pp. 33-35
- The Dictionary: Section III, part H, pp. 35-42

Practice Exercises

English As A Communication Skill Exercise Book

1. Vowels and Consonants

Exercise B, C, D, & E, p. 113

2. Syllables

Exercise F, p. 114

Exercise C, p. 202

Exercise D, p. 203

Exercise B, p. 205

3. A and An

Exercise C, p. 351

4. Plurals

Exercise F, p. 97

Exercise D, p. 142

Exercise A, p. 163

Exercise D, p. 168

Exercise B, p. 197

5. Use of the Dictionary

Exercise A, p. 111

Exercise E, p. 114

Exercise A, pp. 204 - 205

Exercise E, p. 321

Instructor's Assignment Guide

Area 4: Grammar and Usage

I. Special Instructions

A. LCT012: Language Usage

The last question of the test (on page 3) requires special instructions for scoring.

Procedures:

1. Give the trainee 1 point for each correct punctuation mark. There are a total of 32 points for this paragraph; a total of 42 points for the entire test.
2. Go to Section J, page 14.

B. English As A Communication Skill Assignments 1 & 2

Assignments 1 and 2 are in Section IV of the Instructor's Assignment Guide for Area 4.

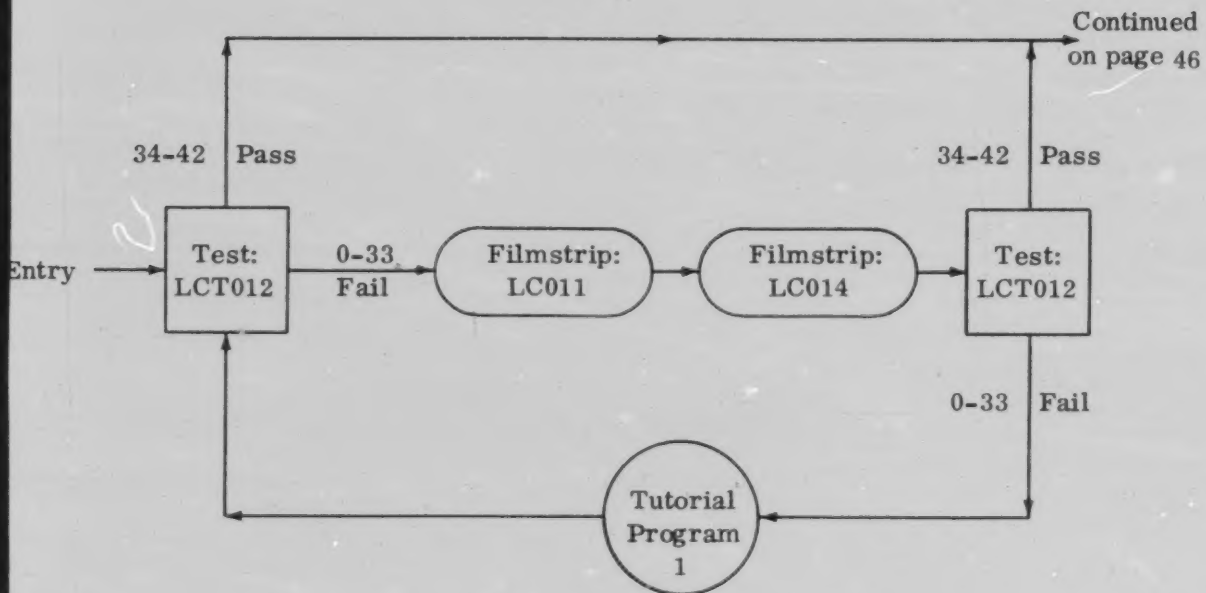
Procedures:

At the appropriate point on the flow chart, give the trainee a list of the readings and exercises.

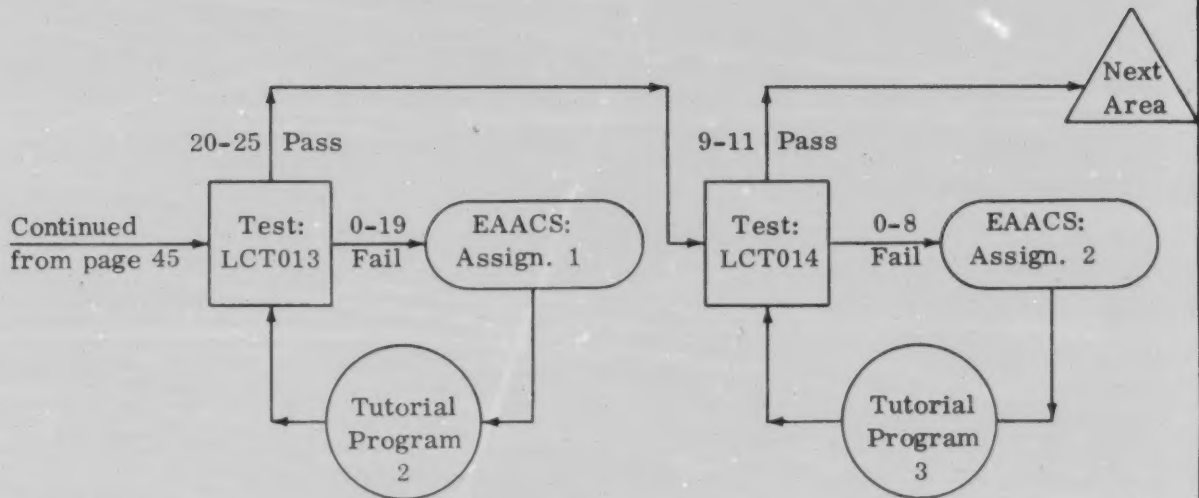
C. LCT013: Verbs and LCT014: Pronouns

The tests and answer key for LCT013 and LCT014 appear in the Appendix of this manual. They are to be duplicated by the instructor as needed.

II. Flow-Chart for Area 4



II. Flow-Chart for Area 4 (Continued from page 45)



EAACS = English As A Communication Skill

III. Tutorial Programs for Area 4

A. Tutorial Program 1: Sentence Usage

Reading Selection & Practice Exercises	<u>Mastering the Sentence*</u> Pages 1 - 22, 51 - 56
Procedural Notes	1. These pages are available on pre-printed master carbon units, and are to be duplicated as needed. 2. The answer key to the exercises is in the <u>Teacher's Key for Mastering the Sentence.</u>

* See Teacher's Key for list of exercises according to content and page number.
.....

Reading Selection	<u>Language and Study Skills Handbook</u>														
	<table> <tr> <td>Sentences</td><td>Section IV, part A, p. 43</td></tr> <tr> <td>Subjects and Predicates</td><td>Section IV, part B, pp. 43 - 44</td></tr> <tr> <td>Combining Sentences</td><td>Section IV, part C, pp. 44 - 45</td></tr> <tr> <td>Separating Sentences</td><td>Section IV, part D, p. 45</td></tr> <tr> <td>Negatives</td><td>Section IV, part E, p. 45</td></tr> <tr> <td>Pronouns <u>You and I</u></td><td>Section IV, part F, p. 46</td></tr> <tr> <td>Paragraphs</td><td>Section IV, part G, p. 47</td></tr> </table>	Sentences	Section IV, part A, p. 43	Subjects and Predicates	Section IV, part B, pp. 43 - 44	Combining Sentences	Section IV, part C, pp. 44 - 45	Separating Sentences	Section IV, part D, p. 45	Negatives	Section IV, part E, p. 45	Pronouns <u>You and I</u>	Section IV, part F, p. 46	Paragraphs	Section IV, part G, p. 47
Sentences	Section IV, part A, p. 43														
Subjects and Predicates	Section IV, part B, pp. 43 - 44														
Combining Sentences	Section IV, part C, pp. 44 - 45														
Separating Sentences	Section IV, part D, p. 45														
Negatives	Section IV, part E, p. 45														
Pronouns <u>You and I</u>	Section IV, part F, p. 46														
Paragraphs	Section IV, part G, p. 47														
Practice Exercises	<u>English As A Communication Skill Exercise Book</u>														

1. Sentences
 - Exercise B, p. 14
 - Exercise A, p. 17
 - Exercise B, p. 49
 - Exercise D, pp. 471 - 472

2. Subjects and Predicates

Exercise A, p. 52
Exercise C, p. 53
Exercise A, p. 56
Exercise A, p. 66
Exercise F, p. 69
Exercise B, p. 72
Exercise F, p. 85
Exercise J, p. 93

3. Separating Sentences

Exercise C, pp. 14 - 15
Exercise B, p. 18
Test IV, p. 44
Exercise E, p. 472

4. Negatives

Exercise D, p. 241
Exercise A, p. 335
Exercise A, p. 349
Exercise F, p. 395

5. Pronouns You and I

Construct practice exercises
based on the reading selection.

6. Paragraphs

Exercise D, p. 358
Exercise E, pp. 358 - 359
Exercise B, pp. 360 - 361
Exercise C, pp. 361 - 362

B. Tutorial Program 2: Verbs

Reading Selection & Practice Exercises	<u>Mastering Good Usage*</u> Pages 1 - 20
Procedural Notes	1. These pages are available on pre-printed master carbon units, and are to be duplicated as needed. 2. The answer key to the exercises is in the <u>Teacher's Key for Mastering Good Usage.</u>

* See Teacher's Key for list of exercises according to content and page number.

C. Tutorial Program 3: Pronouns

Reading Selection & Practice Exercises	<u>Mastering Parts of Speech*</u> Pages 1 - 28 <u>Mastering Good Usage*</u> Pages 21 - 44
Procedural Notes	1. These pages are available on pre-printed master carbon units, and are to be duplicated as needed. 2. The answer key to the exercises is in the <u>Teacher's Key for Mastering Parts of Speech and Mastering Good Usage.</u>

* See Teacher's Key for list of exercises according to content and page number.

IV. Assignments for English As A Communication Skill

Procedures

1. Give the trainee a list of the reading and practice exercise selections.
2. The trainee is not to write in the exercise book. Tell him to put his answer on a separate piece of paper.
3. Tell him to report back to you for the test when he finishes the assignment.
4. The answer key for the exercises is in the teacher's manual for English As A Communication Skill.

Assignment 1: Verbs

English as a Communication Skill & English as a Communication Skill Exercise Book

- | | |
|-------------------------|---------------------------------------|
| 1. Unit 13, pp. 98-105 | Exercises C, F, G, H; pp. 73-76 |
| 2. Unit 14, pp. 107-112 | Exercises B, C, D, E; pp. 78-81 |
| 3. Unit 15, pp. 104-122 | Exercises B & C; pp. 83-84 |
| 4. Unit 16, pp. 124-131 | Exercises A, B, C, H, I, K; pp. 88-93 |
| 5. Unit 17, pp. 135-139 | Exercises B, C, D, E, F; pp. 94-97 |
| 6. Unit 19, pp. 147-153 | Exercises A, B, C, D; pp. 103-106 |
| 7. Unit 20, pp. 156-160 | Exercises B & C; pp. 108-110 |
-

Assignment 2: Pronouns

English as a Communication Skill & English as a Communication Skill Exercise Book

- | | |
|-------------------------|--------------------------------|
| 1. Unit 34, pp. 249-254 | Exercises B, C, D; pp. 174-176 |
| 2. Unit 35, pp. 244-252 | Exercises B & C; pp. 177-179 |
| 3. Unit 36, pp. 265-271 | Exercises B & C; pp. 182-183 |
| 4. Unit 37, pp. 273-280 | Exercises B & C; pp. 186-188 |
| 5. Unit 38, pp. 283-291 | Exercises B & C; p. 190 |
| 6. Unit 39, pp. 291-295 | Exercises C, D, E; pp. 193-195 |

Instructor's Assignment Guide

Area 5: Letter-Writing

I. Special Instructions

In Area 5 the trainee applies the skills he has acquired in prior areas. The trainee works under the close supervision of the instructor:

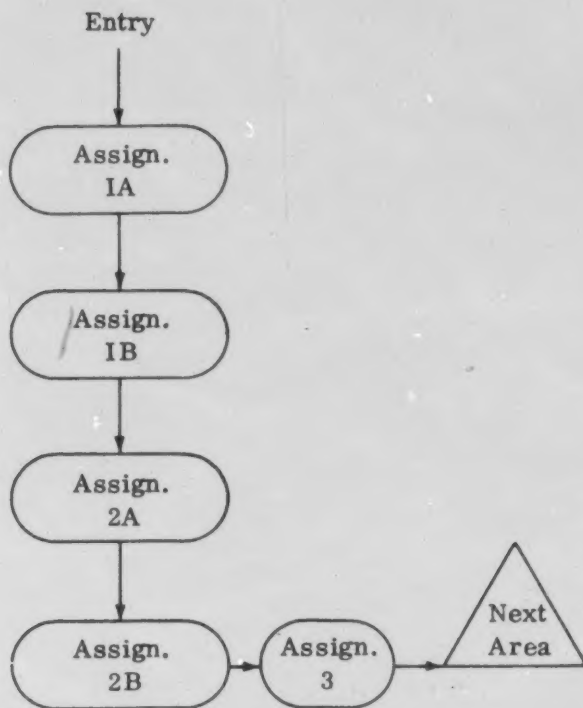
- a. The instructor scores most of the letter-writing exercises.
- b. There are no formal tests for the area. The trainee exits from an assignment on the basis of the instructor's decision of satisfactory or unsatisfactory mastery of the assignment.

NOTE: On the Record Sheet for Area 5:

- a) record the date of the trainee's entry and exit from each assignment
- b) when a trainee has satisfactorily completed an assignment, place an x in the appropriate box.

Assignments 1, 2, and 3 for Area 5 and the procedures for each are in Section IV of the Assignment Guide.

II. Flow-Chart for Area 5



III. Tutorial Program for Area 5

A tutorial program is not required for Area 5.

IV. Assignments 1, 2, and 3 for Area 5

Assignment 1, part A: Friendly Letters

Description

The materials for this assignment are in the small brown box marked LC013: Letter-Writing.

Procedures

1. Give the trainee a copy of Assignment 1, part A.
2. The directions for using the Letter-Writing kit are on the front of the kit. Tell the trainee to read the directions, then work the lessons on the practice sheets. (The answer key to these lessons is inside the box.)
3. Tell the trainee to report back to you when he finishes the assignment.
4. When he completes this assignment he goes to Assignment I, part B.

.....

Assignment I, part A

LC013: Letter Writing (small brown box)

1. Lesson 3-2.1
 2. Lesson 3-2.2
 3. Lesson 3-2.3
 4. Lesson 3-2.4
 5. Lesson 4-2.5
 6. Lesson 4-2.6
 7. Lesson 4-2.7
 8. Lesson 5-2.8
 9. Lesson 5-2.9
 10. Lesson 5-2.10
 11. Lesson 5-2.11
 12. Lesson 5-2.12
 13. Lesson 5-2.13
 14. Lesson 5-2.14
-

Assignment 1, part B: Friendly Letters

Description

The materials for this assignment are in English As A Communication Skill, and the English As A Communication Skill Exercise Book.

Procedures

1. Give the trainee a copy of Assignment 1, part B.
2. Tell him to copy his answers on a separate sheet of paper.
3. Tell him to read the unit in the text, then work the exercises in the workbook.
4. Tell him to bring his paper to you for scoring after he completes the last exercise of each unit.
5. Correct the trainee's paper for errors in:
 - a. capitalization
 - b. punctuation
 - c. grammar and usage
 - d. format
6. Explain the corrections to the trainee.
7. Have the trainee rewrite the exercises, correcting all of his mistakes.
8. When he has rewritten the exercises to your satisfaction, tell him to go to the next unit in the assignment.
9. Follow procedures 1-8 for all the units of Assignment 1, part B.
10. When the trainee completes all the units of Assignment 1, part B, he goes on to Assignment 2, part A.

.....

Assignment 1, part B

English As A Communication Skill

1. Unit 82, pp. 601-607
2. Unit 83, pp. 609-613
3. Unit 84, pp. 615-622
4. Unit 85, pp. 624-630

English As A Communication Skill Exercise Book

- Exercise A, pp. 401-403
 - Exercise A, pp. 407-409
 - Exercise C, pp. 414-415
 - Exercise A, pp. 417-418
 - Exercise C, pp. 419-423
-

Assignment 2, part A: Business Letters

See Description and Procedures for Assignment 1, part A, page 55.

When the trainee finishes this assignment, he goes to Assignment 2, part B.

.....

Assignment 2, part A

LC013 Letter Writing (Small Brown Box)

1. Lesson 5-2.15
 2. Lesson 6-2.16
 3. Lesson 6-2.17
 4. Lesson 6-2.18
 5. Lesson 6-2.19
 6. Lesson 6-2.20
-

Assignment 2, part B: Business Letters

See Description and Procedures for Assignment 1, part B, page 56.

When the trainee finishes this assignment, he goes to Assignment 3.

.....

Assignment 2, part B

English As A Communication Skill

1. Unit 86, pp. 632-637
2. Unit 87, pp. 639-644
3. Unit 88, pp. 645-651

English As A Communication Skill
Exercise Book

- Exercise D, pp. 426-428
- Exercise B, pp. 430-431
- Exercise B, pp. 435-438

Assignment 3: Letters of Application

See Description and Procedures for Assignment 1, part B, page 56.

.....

Assignment 3

English As A Communication Skill

1. Unit 89, pp. 652-657
2. Unit 90, pp. 659-663
3. Unit 91, pp. 665-670

English As A Communication Skill
Exercise Book

- Exercise C, p. 443
Exercise D, p. 444
- No exercises
- No exercises

Instructor's Assignment Guide

Area 6: Reference and Study Skills

I. Special Instructions

A. Tests LCT015 - LCT018

The questions on these tests are keyed to the code number of the particular lesson (or tape) from which the questions are taken. When a trainee fails one of these tests the second time (or third time, etc.), assign him only the lessons from which the missed questions are taken. For example, in Test LCT015, questions 1 through 6 are taken from lesson DDD-2. If the trainee does not miss any of the questions 1 through 6, omit this lesson from his assignment; if he misses some of these questions, include lesson DDD-2 in his assignment.

B. Supplementary Material

The supplementary materials for Area 6 are:

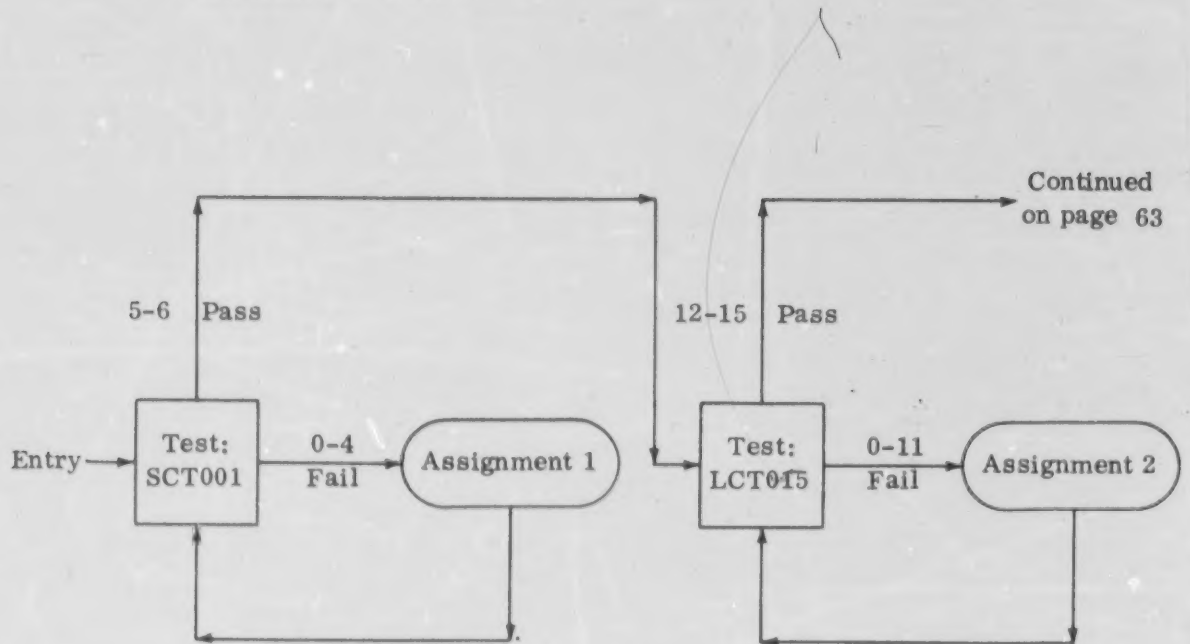
- (1) Map and Globe Skills
- (2) Graph and Picture Study Skills

When a trainee completes the required materials for Area 6, he chooses either to exit from the program or to work in the supplementary materials. The supplementary materials are to be used as directed by the publishers.

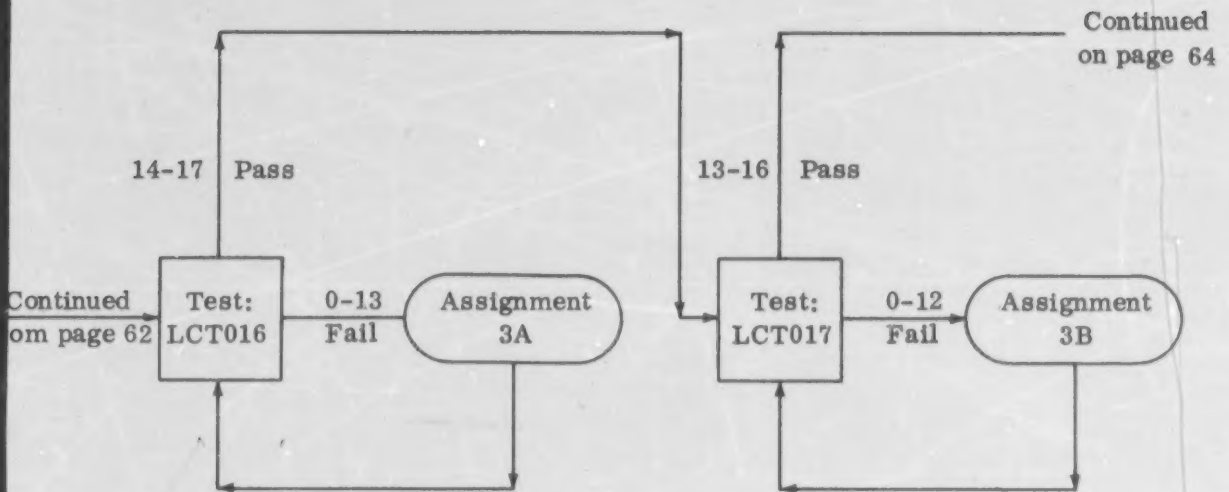
C. Progress Points

Progress points for Area 6 are awarded after the trainee completes the required materials for the area.

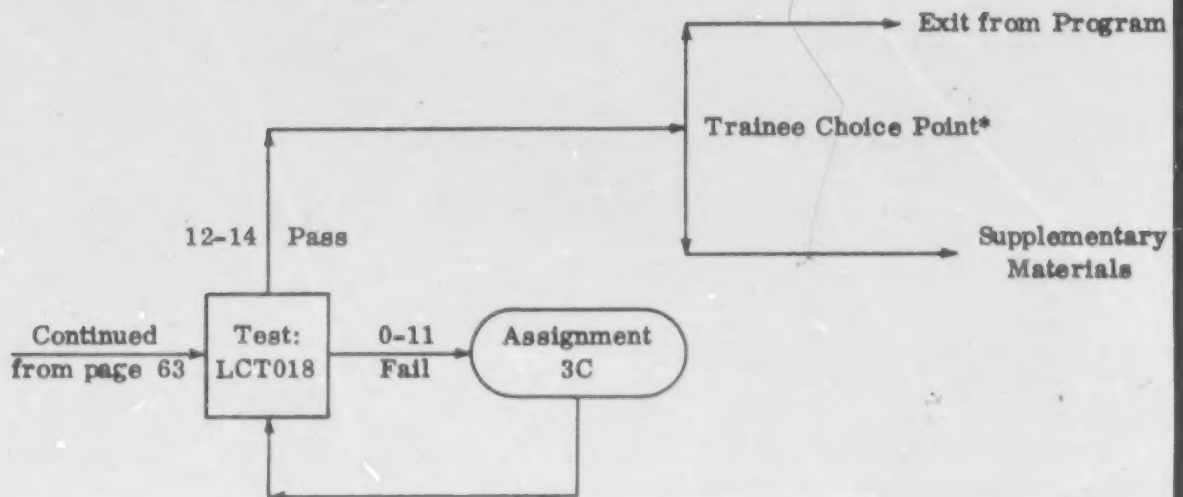
II. Flow-Chart for Area 6



II. Flow-Chart for Area 6 (Continued from page 62)



II. Flow-Chart for Area 6 (Continued from page 63).



* Trainee Choice Point:

The trainee chooses either to exit from the program, or to work in the supplementary materials for Area 6. In either case, the trainee has earned the progress points for Area 6, plus the bonus points for completing the program. See Section K, page 16, for procedures for reporting progress points.

III. Tutorial Program for Area 6

There is no formal tutorial program for Area 6.

IV. Assignments 1, 2, 3B, and 3C for Area 6

Assignment 1, Reference Skills - SC001

Description

The materials for this assignment are in the small brown boxes marked Reference Skills, SC001, Box 1, Box 2, and Box 3.

Procedures

1. Give the trainee a list of the lessons in the assignment.
2. Point out Lesson 9-2.9 (#9) in the assignment list. Tell the trainee to skip any lesson which lists a Job Corps Reading Level greater than his. (If no Job Corps Reading Level is listed with the lesson, the lesson is used by all trainees.)
3. Tell the trainee to read the directions on Reference Skills Box 1, starting with #2 under the heading "What You Should Do."
4. Answer any questions he might have over the directions, then tell him to work the assignment.
5. When the trainee completes the assignment, he is ready for Test SCT001.

.....
Box 1

- | | | |
|-----------------|-----------------|----------------------------|
| 1. Lesson 4-2.1 | 5. Lesson 5-2.5 | 9. Lesson 9-2.9 (JCRL 7) |
| 2. Lesson 5-2.2 | 6. Lesson 6-2.6 | 10. Lesson 9-2.10 (JCRL 7) |
| 3. Lesson 6-2.3 | 7. Lesson 5-2.7 | 11. Lesson 9-2.11 (JCRL 6) |
| 4. Lesson 5-2.4 | 8. Lesson 6-2.8 | 12. Lesson 9-2.12 (JCRL 6) |
| | | 13. Lesson 9-2.13 (JCRL 6) |

Box 2

- | | | |
|-----------------|-----------------|-----------------|
| 14. Lesson 5.14 | 22. Lesson 5.22 | 30. Lesson 6.30 |
| 15. Lesson 5.15 | 23. Lesson 5.23 | 31. Lesson 6.31 |
| 16. Lesson 5.16 | 24. Lesson 5.24 | 32. Lesson 6.32 |
| 17. Lesson 5.17 | 25. Lesson 5.25 | 33. Lesson 6.33 |
| 18. Lesson 5.18 | 26. Lesson 5.26 | 34. Lesson 6.34 |
| 19. Lesson 5.19 | 27. Lesson 5.27 | 35. Lesson 6.35 |
| 20. Lesson 5.20 | 28. Lesson 5.28 | 36. Lesson 6.36 |
| 21. Lesson 5.21 | 29. Lesson 5.29 | 37. Lesson 6.37 |
| | | 38. Lesson 6.38 |

Box 3

- | | | |
|-----------------|-----------------|-----------------|
| 39. Lesson 6.39 | 46. Lesson 6.46 | 53. Lesson 5.53 |
| 40. Lesson 6.40 | 47. Lesson 5.47 | 54. Lesson 5.54 |
| 41. Lesson 6.41 | 48. Lesson 5.48 | 55. Lesson 5.55 |
| 42. Lesson 6.42 | 49. Lesson 5.49 | 56. Lesson 5.56 |
| 43. Lesson 6.43 | 50. Lesson 5.50 | 57. Lesson 5.57 |
| 44. Lesson 6.44 | 51. Lesson 5.51 | 58. Lesson 5.58 |
| 45. Lesson 6.45 | 52. Lesson 5.52 | 59. Lesson 5.59 |

Assignment 2, EDL Study Skills - Boxes 1A, 1B, 2, and 3

Description

The materials for Assignment 2 are the EDL Study Skills Boxes 1A, 1B, 2, and 3.

Procedures

1. Give the trainee a list of the lessons in the assignment.
2. Tell the trainee to skip any lesson which lists a Job Corps Reading Level greater than his. (If no Job Corps Reading Level is listed with the lesson, the lesson is used by all trainees.)
3. Tell the trainee to use the following steps in working each lesson:
 - a. Find the lesson number which corresponds to the one on the assignment sheet.
 - b. Take out the Study Skill Folder, the Answer Key, and the Practice Sheets for that lesson.
 - c. Read the selection.
 - d. Take the progress check at the end of the folder.
 - e. Score the progress check against the Answer Key.
 - f. If the score is 0-7, read the selection again; if the score is 8-10, read the Study Skill Lesson on the back of the folder.
 - g. Work Study Skill Lessons 1 and 2.
 - h. Check your answers with the Answer Key.
 - i. If most of your answers are right, go to the next lesson; if not, ask your instructor for help.
4. When the trainee finishes the assignment, he is ready for Test LCT015.

.....

Box 1A

- | | | |
|---------------|---------------|---------------|
| 1. Lesson D-1 | 4. Lesson F-3 | 7. Lesson D-5 |
| 2. Lesson D-3 | 5. Lesson E-2 | 8. Lesson E-5 |
| 3. Lesson E-3 | 6. Lesson F-1 | |

Box 1B

- | | | |
|-----------------|-----------------|-----------------|
| 9. Lesson FF-5 | 12. Lesson EE-5 | 15. Lesson EE-4 |
| 10. Lesson EE-2 | 13. Lesson DD-3 | 16. Lesson FF-4 |
| 11. Lesson DD-1 | 14. Lesson FF-3 | |

Box 2

- | | | |
|------------------|------------------|------------------------|
| 17. Lesson DDD-2 | 20. Lesson FFF-3 | 23. Lesson EEE-5 |
| 18. Lesson DDD-3 | 21. Lesson GGG-4 | 24. Lesson FFF-4 |
| 19. Lesson DDD-4 | 22. Lesson GGG-6 | 25. Lesson GGG-2 (JCRL |

Box 3

- | | | |
|------------------|------------------|-------------------------|
| 26. Lesson DDD-1 | 29. Lesson EEE-3 | 33. Lesson FFF-6 (JCRL |
| 27. Lesson DDD-5 | 30. Lesson FFE-5 | 34. Lesson GGG-1 (JCRL |
| 28. Lesson EEE-1 | 31. Lesson FFF-7 | 35. Lesson GGG-9 (JCRL |
| | 32. Lesson GGG-8 | 36. Lesson GGG-10 (JCRL |

Assignment 3A: EDL Listen and Read, Tapes 1 - 10

Description

The materials for this assignment are the Listen and Read Tapes 1 - 10, and the Listen and Read Workbook.

Procedures

1. Give the trainee a list of the lessons in the assignment.
2. Tell the trainee to skip any tape which lists a Job Corps Reading Level greater than his. (If no Job Corps Reading Level is listed, the tape is used by all trainees.)
3. Show the trainee how to use the tape recorder. In particular, show him how to "stop" and "start" the tape, as he will be directed to do this in the course of the lessons.
4. Tell him to write his answers to the workbook questions on a separate sheet of paper.
5. When the trainee finishes the assignment, he is ready for Test LCT016.

-
- | | |
|--------------------|--------------------|
| 1. Tape 1 | 6. Tape 6 |
| 2. Tape 2 | 7. Tape 7 |
| 3. Tape 3 | 8. Tape 8 (JCRL 6) |
| 4. Tape 4 | 9. Tape 9 |
| 5. Tape 5 (JCRL 6) | 10. Tape 10 |

Assignment 3B: EDL Listen and Read, Tapes 11 - 19

Description

The materials for this assignment are the Listen and Read Tapes 11 - 19, and the Listen and Read Workbook.

Procedures

1. Give the trainee a list of the lessons in the assignment.
2. Tell the trainee to skip any tape which lists a Job Corps Reading Level greater than his. (If no Job Corps Reading Level is listed, the tape is used by all trainees.)
3. Show the trainee how to use the tape recorder. In particular, show him how to "stop" and "start" the tape, as he will be directed to do this in the course of the lessons.
4. Tell him to write his answers to the workbook questions on a separate sheet of paper.
5. When the trainee finishes the assignment, he is ready for Test LCT017.

-
1. Tape 11
 2. Tape 12
 3. Tape 13
 4. Tape 14
 5. Tape 15

6. Tape 16 (JCRL 6)
7. Tape 17
8. Tape 18
9. Tape 19

Assignment 3C: EDL Listen and Read, Tapes 20 - 30

Description

The materials for this assignment are the Listen and Read Tapes 20 - 30, and the Listen and Read Workbook.

Procedures

1. Give the trainee a list of the lessons in the assignment.
2. Tell the trainee to skip any tape which lists a Job Corps Reading Level greater than his. (If no Job Corps Reading Level is listed, the tape is used by all trainees.)
3. Show the trainee how to use the tape recorder. In particular, show him how to "stop" and "start" the tape, as he will be directed to do this in the course of the lessons.
4. Tell him to write his answers to the workbook questions on a separate sheet of paper.
5. When the trainee finishes the assignment, he is ready for Test LCT018.

-
1. Tape 20
 2. Tape 21
 3. Tape 22
 4. Tape 23
 5. Tape 24

6. Tape 25 (JCRL 7)
7. Tape 26
8. Tape 27
9. Tape 28
10. Tape 29
11. Tape 30

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LANGUAGE STUDY SKILLS HANDBOOK

Introduction

This handbook presents the rules for and examples of the skills covered in the Language and Study Skills Program. It is a reference book for instructors and trainees. It contains the reading selections for the tutorial program described in the Language and Study Skills Manual, Section H.

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I. Area 1: Basic Language Skills

A. Capitalization

1. Capitalize the names of persons.

Examples:

Mary

William Bruce James

Jack Stout

Ann and Joe

2. Capitalize initials. An initial takes the place of a name, so it must be capitalized. A period follows every initial.

Example:

John Paul Jones

J. P. Jones

J. Paul Jones

John P. Jones

3. Capitalize titles of respect when they come before the name.

Examples:

President Roosevelt

Senator Clay

Judge Hand

Mayor Hall

Sir Winston Churchill

Governor Pack

4. Capitalize titles of respect when they are used in place of a name.

Examples:

Capitalize.

How did you vote, Senator?

Do not capitalize.

The senators voted on the bill.

Capitalize.

General, the troops are ready.

Do not capitalize.

He is a 4-star general.

5. Capitalize Miss, Mr., and Mrs. A period belongs after Mr. and Mrs.

Examples:

Miss Jane Hoover

Mrs. Ralph Edwards

Mr. Paul Collins

6. Capitalize the word I. It is used in place of your name, so it is capitalized.

Examples:

I wish I knew the route.

He didn't hear what I said.

7. Capitalize words which refer to the one God.

Examples:

God, the Truth and Light of the world.

All people have their gods.

(Does not refer to the one God.)

8. Capitalize the first word and every important word in titles of books, magazines, and newspapers. Short words, like a, an, and, for, from, in, of, with, by, and the, are capitalized only when they are the first word in a title. Do not capitalize the word the before the title of a magazine or newspaper.

Examples:

Books:

White Fang

Northwest Passage

Gulliver's Travels

From Here to Eternity

How to Win Friends and Influence People

Magazines:

Popular Mechanics

Life

the Saturday Review

Newspapers:

the San Francisco Examiner

the New York Times

9. Capitalize the first word in each line of a poem.

Examples:

Under the spreading chestnut tree

The village smithy stands.

The smith a mighty man is he

With large and sinewy hands.

10. Capitalize the names of holidays.

Examples:

Christmas

Labor Day

Thanksgiving

Halloween

Easter

Flag Day

Valentine's Day

11. Capitalize the days of the week.

Examples:

Sunday

Wednesday

Monday

Thursday

Tuesday

Friday

Saturday

12. Capitalize the names of the months.

Examples:

January

July

February

August

March

September

April

October

May

November

June

December

13. Capitalize the first word and every important word in the names of particular places: streets, towns, cities, states, countries.

Examples:

Grant Street

Columbia Boulevard

Encino, California

Ann Arbor, Michigan

New York City, New York

Mexico

United States of America

14. Capitalize the first word and every important word in the names of particular things.

Examples:

Lincoln School

Hill Hardware Store

Empire State Building

15. Capitalize the first word in every sentence.

Examples:

Here is the lake.

Do you want to take a swim?

B. Abbreviation

An abbreviation is a short way to write a word. A period belongs after every abbreviation.

1. Days of the Week

Examples:

Sunday	Sun.
Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thurs.
Friday	Fri.
Saturday	Sat.

2. Months of the Year

Examples:

January	Jan.
February	Feb.
March	Mar.
April	Apr.
August	Aug.
September	Sept.
October	Oct.
November	Nov.
December	Dec.

Note: Do not abbreviate May, June, July.

3. Directions

Examples:

North	N.	Northeast	N. E.
South	S.	Northwest	N. W.
East	E.	Southeast	S. E.
West	W.	Southwest	S. W.

4. States of the Union

Examples:

Alabama	Ala.	Florida	Fla.	Kentucky	Ky.
Alaska	Alas.	Georgia	Ga.	Louisiana	La.
Arizona	Ariz.	Hawaii	(none)	Massachusetts	Mass.
Arkansas	Ark.	Idaho	(none)	Maryland	Md.
California	Calif.	Illinois	Ill.	Maine	Me.
Colorado	Colo.	Indiana	Ind.	Michigan	Mich.
Connecticut	Conn.	Iowa	(none)	Minnesota	Minn.
Delaware	Del.	Kansas	Kan.	Mississippi	Miss.

Missouri	Mo.	North Dakota	N. D.	Texas	T.
Montana	Mont.	Ohio	(none)	Utah	(n)
Nebraska	Neb.	Oklahoma	Okla.	Virginia	V.
Nevada	Nev.	Oregon	Oreg.	Vermont	V.
New Hampshire	N. H.	Pennsylvania	Pa.	Washington	W.
New Jersey	N. J.	Rhode Island	R. I.	West Virginia	W.
New Mexico	N. M.	South Carolina	S. C.	Wisconsin	W.
New York	N. Y.	South Dakota	S. D.	Wyoming	W.
North Carolina	N. C.	Tennessee	Tenn.		

5. Titles

Examples:

Mister	Mr.	Lieutenant	Lt.
Mistress	Mrs.	General	Gen.
Doctor	Dr.	Medical Doctor	M. D.
Senior	Sr.	President	Pres.
Junior	Jr.	Secretary	Sec.
Reverend	Rev.	Treasurer	Treas.
Major	Maj.	Superintendent	Supt.

6. Quantities and Measures

Examples:

inch	in.
foot	ft.
yard	yd.
mile	mi.
pound	lb.
quart	qt.
pint	pt.
gallon	gal.
ounce	oz.
dozen	doz.
bushel	bu.

7. Places

Examples:

Street	St.	Boulevard	Blvd.
Place	Pl.	Road	Rd.
Avenue	Ave.	County	Co.

8. Other Abbreviations

Examples:

number	no.	Cash on Delivery	C. O. D.
year	yr.	Post Office	P. O.
month	mo.		

C. Punctuation of the Sentence Types.

There are four kinds of sentences: statements, commands, questions, and exclamations.

1. a) Statements are sentences that give information.

Examples:

I am tired.

The plane is four hours late.

The mouse ran up the clock.

b) Statements are followed by a period (.).

Examples:

I am tired.

The plane is four hours late.

The mouse ran up the clock.

2. a) Commands are sentences that state a request or give an order.

Examples:

Pass the sugar, please.

Throw it out.

Don't turn here.

- b) Commands are followed by a period (.).

Examples:

Sign here.

Bring back some sandwiches.

3. a) Questions are sentences that ask for information.

Examples:

What time is it?

How old are you?

What is the price of a good haircut?

- b) Questions are followed by the question mark (?).

Examples:

Are you ready?

Did you put the cat out?

4. a) Exclamations are sentences that show sudden surprise or strong feeling.

Examples:

What a mess!

What fun it was!

- b) Exclamations are followed by an exclamation mark (!).

Examples:

What a large tree!

How happy he is!

c) Some commands are followed by exclamation marks.

Examples:

Watch out!_

Stop!_

D. Commas

1. Use of the Comma in Dates

a. Place a comma between the day of the month and the year.

Examples:

July 4, 1776

December 7, 1941

b. If no date is given, place a comma between the month and the year.

Examples:

March, 1910

September, 1941

2. Use of the Comma in Addresses

Place a comma between the city and state.

Examples:

Jackson Hole, Wyoming

Portland, Oregon

Chicago, Illinois

3. Use of the Comma with Yes and No.

Place a comma after yes and no when it comes first in the sentence.

Examples:

Yes, I like chicken and rice.

No, it is not finished.

4. Use of the Comma with Names of Address.

Place commas around the name of the person addressed in sentences.

If the name comes first in the sentence, only the comma following the name is needed. If the name comes last in the sentence, only the comma before the name is needed.

Examples:

Watch out, Bruce, the waves are strong.

Harry, where are you?

I need a lift, Jack.

5. Use of the Comma to Separate Words in a Series.

Place a comma after each word in a list except the last one.

Examples:

I bought eggs, meat, and fruit at the store.

Ann, Roger, and Paul went to the beach.

6. Use of the Comma with Polite Expressions.

Place commas around polite expressions in sentences. If the polite expression comes first in the sentence, only the comma following the expression is needed. If the comma comes last in the sentence, only the comma before the expression is needed.

Examples:

I would like to go, thank you, but I won't be there.

Excuse me, I must go.

Hand me the eraser, please.

7. Use of the Comma with Explanatory Phrases.

Place commas around a word or group of words that explain other words in the sentence.

Examples:

Van Cliburn, the American pianist, gave concerts in Russia.

Lyndon Johnson, the President of the United States, had a birthday.

Have you been to Washington, D. C., the capital of the United States?

E. Quotations

1. a) Direct quotations tell the exact words spoken by someone.

Examples:

"Play comes after work," said Ann.

Jenny said, "The work is almost done."

- b) The first word of a direct quotation begins with a capital letter.

Examples:

Jack said, "Let's have a party."

"That's a good idea," said Mike.

- c) The second part of a direct quotation divided by an expression like she said begins with a small letter.

Examples:

"My hat," said Mary, "is too big."

"This plane," remarked Les, "is very rough."

- d) The exact words of the speaker are enclosed in quotation marks ("").

Examples:

"Leave out the onions," said Mark.

"I'm ready," said Nick, "to take the exam."

- e) Always place a period or comma inside the quotation marks.

Examples:

"Dinner is served," said Harvey.

Don said, "I will take care of that."

f) A question mark or an exclamation point may go inside or outside the closing quotation marks.

1. If the quotation is itself a question or exclamation, the marks go inside the closing quotation marks.

Examples:

"What a mess!" he exclaimed.

"May I go?" asked Harriet.

2. In other cases, the question mark and exclamation point go outside the closing quotation marks.

Examples:

Did she say, "I have lost it"?

Did he say, "I went A.W.O.L."!

2. Indirect quotations say what the speaker said without using his exact words. Indirect quotations are not enclosed in quotation marks.

Examples:

Indirect: Johnson said he was from Texas.

Direct: Johnson said, "I am from Texas."

Indirect: Mr. Blackston said he was an instructor.

Direct: Mr. Blackston said, "I am an instructor."

F. Contractions

A contraction is the word we get when we combine two words to make a single word. In a contracted word, one or more letters are left out. The apostrophe (') is used to show where letters have been left out.

Examples:

I am	I'm	cannot	can't
he is	he's	could not	couldn't
she is	she's	would not	wouldn't
it is	it's	should not	shouldn't
here is	here's	has not	hasn't
there is	there's	have not	haven't
that is	that's	had not	hadn't
		do not	don't
I have	I've	did not	didn't
you have	you've	is not	isn't
we have	we've	are not	aren't
they have	they've	was not	wasn't
		were not	weren't
you are	you're	I will	I'll
we are	we're	I shall	I'll
they are	they're	he will	he'll
		she will	she'll
let us	let's	it will	it'll
		we will	we'll
		you will	you'll
		they will	they'll
		who will	who'll

G. Possessives

1. The possessive form of a noun shows ownership.

Examples:

Singular Nouns

a dog

Tom

Plural Nouns

men

women

Plural Nouns Ending in s

horses

instructors

Possessive Form

a dog's bone

Tom's cap

Possessive Form

men's shoes

women's hats

Possessive Form

horses' corral

instructors' meeting room

2. Rules for forming the possessives of nouns:

- a. To form the possessive of a singular noun, add an apostrophe (') and an s.

Examples:

the cat

the cat's tail

Jack

Jack's brother

a girl

a girl's shoe

a boy

a boy's bike

- b. To form the possessive of a plural noun not ending in s, add an apostrophe (') and an s.

Examples:

children

children's game

men

men's gym

geese

geese's feathers

people

people's government

- c. To form the possessive of a plural noun ending in s, add only an apostrophe.

Examples:

ladies

ladies' dress shop

boys

boys' clubhouse

dolls

dolls' dresses

doctors

doctors' hospital

II. Area 2: Vocabulary Skills

A. Prefixes

1. A prefix is a letter or group of letters placed at the beginning of a word to change its meaning.

Examples:

<u>Prefix</u>	+	<u>Root Word</u>	=	<u>New Word</u>
re-		pay		repay
un-		pleasant		unpleasant
mis-		behave		misbehave
dis-		trust		distrust

2. The following table contains a list of common prefixes and their meanings.

<u>Prefix</u>	<u>Prefix Meanings</u>	<u>Examples</u>	<u>Meaning of Examples</u>
il-	not, or the	<u>illegal</u>	not legal
ir-	opposite of	<u>irregular</u>	not regular
im-		<u>immature</u>	not mature
un-		<u>unborn</u>	not born
in-	not	<u>inexact</u>	not exact
	in	<u>inset</u>	inserted or set in
	on	<u>inhabit</u>	to live in or on
re-	back	<u>repay</u>	to pay back
	again	<u>remake</u>	to make again

<u>Prefix</u>	<u>Prefix Meaning</u>	<u>Examples</u>	<u>Meaning of Examples</u>
mis-	wrong	<u>misspell</u> <u>misplay</u>	to spell the wrong way to play the wrong way
en-	on	<u>enroute</u>	on the way
	in	<u>enclose</u>	to close in
dis-	not	<u>disloyal</u>	not loyal
	lack	<u>distrust</u>	lack of trust
pre-	before	<u>prearrange</u>	to arrange beforehand
ante-		<u>antemortem</u>	before death
anti-	against	<u>antiaircraft</u>	defense against air attack
	opposed to	<u>antislavery</u>	opposition to slavery

B. Suffixes

1. A suffix is a letter or group of letters placed at the end of a word to change its meaning.

Examples:

<u>Root Word</u>	+	<u>Suffix</u>	=	<u>New Word</u>
pay		-ment		payment
pleasant		-ly		pleasantly
sing		-er		singer
care		-ful		careful

2. The following table contains a list of common suffixes and their meanings.

<u>Suffix</u>	<u>Suffix Meaning</u>	<u>Examples</u>	<u>Meaning of Examples</u>
-ed	happened in the past	report <u>ed</u>	made a report
-ing	happening now	walk <u>ing</u>	walk now
-ly	of, like, suitable to, every, each in a certain way	father <u>ly</u> week <u>ly</u> rapid <u>ly</u>	like a father every week in a rapid way
-y	nick-name having, full of covered with	Bobby <u>y</u> leaf <u>y</u> dirty <u>y</u>	Robert's other name having leaves covered with dirt

<u>Suffix</u>	<u>Suffix Meaning</u>	<u>Examples</u>	<u>Meaning of Examples</u>
-er	person or thing more	singer smarter	person who sings more smart
-able	that which can be	drinkable	that which can be drunk
-ion	act, condition of	selection	the act of selecting
-ful	having the quality	careful	always taking care
-ous	full of	courageous	full of courage
-en	make become	darken ripen	to make dark to become ripe
-ish	of, belonging to like	Swedish boyish	citizen of Sweden like a boy
-less	without	speechless	without speech
-ness	having the quality, condition, or state of	fullness happiness	condition of being full state of being happy

C. Synonyms

1. Synonyms are words that have almost the same meaning.

Examples:

loud - noisy
slick - slippery
wobbly - shaky

2. The following table contains a list of common words and their synonyms.

answer - reply	image - likeness	speak - talk
avenue - street	indicated - revealed	strike - hit
allow - let	journey - trip	struck - hit
almost - nearly		ship - boat
baby - infant	loud - noisy	strange - queer
big - large	little - small	story - tale
brook - stream	love - like	scared - frightened
bravery - courage	large - huge	satisfied - pleased
bucket - pail	motion - movement	shake - shiver
bragged - boasted	mistake - error	solemn - serious
	musket - gun	scorched - burned
center - middle	mellow - ripe	scent - smell
correct - right		smell - odor
complete - finish	notions - ideas	snarled - growled
crawl - creep	near - close	stern - serious
copy - duplicate	offend - irritate	slick - slippery
considerate - thoughtful	path - trail	soil - earth
collected - gathered	pursued - followed	start - begin
cent - penny	pair - couple	tired - weary
end - finish	quiet - silent	try - attempt
excuse - reason	quill - feather	terror - fear
excited - aroused	queer - odd	trouble - misfortune
final - last		thankful - grateful
field - meadow	realize - understand	tossed - threw
gulped - swallowed	required - necessary	unlatch - unhitch
		value - worth
hurry - hasten		wobbly - shaky
helpful - useful		wretched - miserable
happy - glad		

D. Antonyms

1. Antonyms are words that are opposite in meaning.

Examples:

tall - short

fat - thin

up - down

2. The following table contains a list of common words and their antonyms.

above - below
absent - present
accept - refuse
advance - retreat
alike - different
approach - depart
ascend - descend

before - after
begin - cease
bottom - top
boy - man
broad - narrow
buy - sell

calm - noisy
careless - careful
ceased - began
cheerful - unhappy
children - adults
clean - dirty
collect - distribute
comedy - tragedy
common - unusual
courage - fear

daylight - darkness
depart - arrive
deny - admit
difficult - easy
difficult - simple
dry - wet

early - late
east - west
empty - full
entertaining - boring
evening - morning

false - true
first - last
float - sink
foolish - wise
friend - enemy
funny - sad

hostile - friendly

idle - busy
inside - outside
kind - mean

large - small
laughed - cried
light - dark
lose - find

many - few
moist - dry
mountain - valley

narrow - wide
nightly - daily
noisy - quiet
no one - everyone
none - some

old - young
omit - include
open - close

proud - humble

question - answer
quickly - slowly

raise - lower
release - confine

safe - dangerous

safety - danger

scarce - plenty

scatter - gather

shallow - deep

sharp - dull

shut - open

similar - different

smooth - rough

sold - bought

sold - purchased

soothe - irritate

sorrow - joy

sour - sweet

south - north

start - stop

stood - sat

straight - crooked

stretch - shrink

strong - weak

thick - thin

tight - loose

town - country

true - false

up - down

vague - clear

width - length

wild - tame

win - lose

work - play

wrong - right

E. Homonyms

1. Homonyms are words that sound alike but have different spellings and different meanings.

Examples:

ate eight

I eye

blue blew

flour flower

2. Some troublesome groups of homonyms are:

two, too, to

here, hear

their, they're, there

whose, who's

your, you're

its, it's

- a. The correct use of two, too, and to in sentences.

Two means the number 2.

Give me two cokes.

Too means also.

I want a coke, too.

Too means amount.

It costs too much.

To is used in all other cases.

I want to go.

I went to town.

- b. The correct use of their, they're, and there in sentences.

Their is used to show possession.

Their money is gone.

Their house burned down.

They're is the contraction of they are,

They are here now.

or

They're here now.

There means in or at that place or
position.

There are the girls.

There is my car.

- c. The correct use of here and hear in sentences.

Here means in or at that place or
position.

Here is my desk.

Here is your ticket.

Hear means to perceive with the ear.

Can you hear the band?

I hear it.

- d. The correct use of whose and who's in sentences.

Whose is used to show possession.

Whose books are these?

Whose voice is that?

Who's is the contraction of who is.

Who is coming?

or

Who's coming?

- e. The correct use of your and you're in sentences.

Your is used to show possession.

Your mail is here.

Your car is ready.

You're is the contraction of you are.

You are a good dancer.

or

You're a good dancer.

f. The correct use of its and it's in sentences.

Its is used to show possession.

The dog lost its bone.

The snake shed its skin.

It's is the contraction of it is.

It is a hot day.

or

It's a hot day.

3. The following table contains a list of common homonyms and examples of their use in sentences.

ate	We <u>ate</u> all the food on the table.
eight	The game was called after <u>eight</u> innings.
be	Can you <u>be</u> back by three o'clock?
bee	The <u>bee</u> stung him on the finger.
beet	His face turned red as a beet.
beat	The Yankees <u>beat</u> the Red Sox today.
blew	He <u>blew</u> out the candles.
blue	The sky was very <u>blue</u> .
by	We walked <u>by</u> your house.
buy	Did you <u>buy</u> the milk?
cent	Do you have a one <u>cent</u> stamp?
sent	He <u>sent</u> a letter home.
flour	The cake <u>flour</u> is in the pantry.
flower	She wore a <u>flower</u> in her hair.
four	We walked <u>four</u> miles today.
for	Is this letter <u>for</u> me?
groan	He let out a loud <u>groan</u> as he crossed the finish line.
grown	When the fruit is fully <u>grown</u> we will pick it.
hear	Can you <u>hear</u> the birds sing?
here	Your book is <u>here</u> on the table.
heard	I <u>heard</u> that joke before.
herd	They sounded like a <u>herd</u> of cattle running up the stairs.
heel	There is a hole in the <u>heel</u> of my stocking.
heal	His cut will take some time to <u>heal</u> .

horse	The <u>horse</u> galloped away.
hoarse	He spoke with a <u>hoarse</u> voice because of his cold.
I	I like to drive very much.
eye	Keep your <u>eye</u> on the target.
its	The snake shed <u>its</u> skin.
it's	The rain stopped and <u>it's</u> clearing up.
knew	I <u>knew</u> he would be late.
new	My <u>new</u> car is parked outside.
knight	The story was about a brave <u>knight</u> and the battles he fought.
night	He worked all <u>night</u> to finish the job.
know	Does anyone <u>know</u> where the pencils are?
no	There are <u>no</u> pencils in the box.
knows	He <u>knows</u> where to go.
nose	The ball hit him on the <u>nose</u> .
one	We played <u>one</u> game of cards.
won	Who <u>won</u> the game?
our	There are five boys in <u>our</u> family.
hour	He talked for <u>one hour</u> .
pail	The little boy filled the <u>pail</u> with sand.
pale	John looked <u>pale</u> and tired.
pane	The ball players broke the window <u>pane</u> .
pain	I have a <u>pain</u> in my neck.
pare	Before making the pie, we must <u>pare</u> the apples.
pair	He had a <u>pair</u> of aces in his hand.
paws	The dog's <u>paws</u> were wet and muddy.
pause	There was a short <u>pause</u> before he began again.
piece	Did you eat the last <u>piece</u> of cake?
peace	I would like some <u>peace</u> and quiet so I can think.
rap	Please <u>rap</u> loudly so I will hear you.
wrap	I will <u>wrap</u> the gift in bright red paper.
read	He <u>read</u> the book quickly.
red	Have you seen my <u>red</u> pen?
road	The <u>road</u> was bumpy and long.
rode	He <u>rode</u> the black horse.
ruff	In the play the old man wore a <u>ruff</u> around his neck.
rough	The car bounced over the <u>rough</u> road.

sail	The <u>sail</u> flapped in the breeze.
sale	I bought a coat at the <u>sale</u> .
see	I can <u>see</u> the mountain from here.
sea	The <u>sea</u> was calm after the storm.
sew	Did she <u>sew</u> on your button?
so	Are you <u>leaving so</u> soon?
son	She gave her <u>son</u> a new shirt.
sun	The <u>sun</u> is shining brightly now.
tail	That dog has a short curly <u>tail</u> .
tale	I read a <u>tale</u> about the pioneers.
to	Let's go <u>to</u> the movies <u>tonight</u> .
too	Maybe Bill will come, <u>too</u> .
two	They are showing <u>two</u> good pictures.
threw	The pitcher <u>threw</u> a curve.
through	The basketball went <u>through</u> the hoop.
there	I want to go <u>there</u> for a visit.
their	Have they <u>changed their</u> address?
they're	Someone told me <u>they're</u> moving.
wait	Don't <u>wait</u> for me.
weight	Can you guess my <u>weight</u> ?
weak	I felt very <u>weak</u> after my illness.
week	Have you been sick for a <u>week</u> ?
weigh	I <u>weigh</u> myself every morning.
way	Which <u>way</u> are you going?
which	Can you tell me <u>which</u> answer is right?
witch	The children were scared by the <u>witch</u> .
whose	Do you know <u>whose</u> book this is?
who's	Tell me <u>who's</u> coming to the party.
would	I said I <u>would</u> go later.
wood	Bring <u>some wood</u> in for the fire.
write	Every week I <u>write</u> a letter or two.
right	Did you get the <u>right</u> answer?

III. Area 3: Pre-Dictionary Skills

A. Vowels and Consonants

Words are made up of vowels and consonants.

1. The vowels are: a, e, i, o, u, and sometimes y.

a. Short vowels sound as in pat, pet, pit, pot, and putt.

b. Long vowels say their names and sound as in: ate, eat, bite, note, and cute.

2. The consonants are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

B. Syllables

Words have parts called syllables. The number of vowel sounds you hear tells how many syllables or parts are in a word.

EXAMPLES:

stick	has 1 syllable
begin	has 2 syllables
potato	has 3 syllables

C. Pronouncing and Dividing Words

1. When the first vowel sound in a word is followed by a single consonant, the vowel is usually long. The first syllable usually ends after the first vowel sound.

EXAMPLES:

grocer	gro-cer
paper	pa-per

2. A vowel followed by double consonants is usually short. The syllable usually ends after the first of the twin letters.

EXAMPLES:

letter	let-ter
silly	sil-ly

3. When the first vowel sound in a word is followed by two consonants, the vowel is usually short. The first syllable usually ends between the two consonants.

EXAMPLES:

pencil	pen-cil
window	win-dow

4. When words end in le the e is silent. The consonant before the le begins the last syllable.

EXAMPLES:

apple	ap-ple
whistle	whis-tle

5. When words end in zle, ble, tle, gle, ple, kle, dle, the l takes the place of the vowel sound in the last syllable.

EXAMPLES:

table	ta-ble
puzzle	puz-zle

6. Certain pairs of consonants are called digraphs.

EXAMPLES:

rich, push, lick, this

7. When words with digraphs are divided into syllables, the letters in the digraphs are not separated.

EXAMPLES:

lucky luck-y
flashing flash-ing

8. One syllable words that double the last consonant before adding endings usually have a short vowel in the accented syllable.

EXAMPLES:

slip slip-ping
thin thin-ner

D. Accent Marks

1. When the first syllable in a word is a vowel that is accented, the vowel is long.

EXAMPLES:

equal e-qual
open o-pen

2. The syllable that is spoken loudest in a word is accented (').

EXAMPLES:

pock'et
to ma' to

3. Prefixes and suffixes are not usually accented.

EXAMPLES:

re pay'
pay' ment

E. A and An

1. Use a before words that start with consonants.

EXAMPLES:

a bat
a window

2. Use an before words that start with a vowel.

EXAMPLES:

an apple

an orange

3. Sometimes an is used before words that start with h.

EXAMPLE:

an hour

F. Compound Words

Two or more words used together as one word are called compound words.

EXAMPLES:

news)
) _____ newspaper
paper)

block)
) _____ blockhouse
house)

G. Plurals

1. A singular noun is a word that names one person, place, or thing.

EXAMPLES:

flag pen star

2. A plural noun is a word that names more than one person, place, or thing.

EXAMPLES:

flags pens stars

3. The plurals of most words are made by adding s to the end of the word.

EXAMPLES:

tree - trees

bell - bells

4. If a word ends in s, z, x, ch, sh, we usually add es to make it plural.

EXAMPLES:

bus - buses

buzz - buzzes

box - boxes

5. If a word ends in o, we usually add es to make it plural.

EXAMPLES:

tomato - tomatoes

hero - heroes

6. If a word ends with a y which has a consonant before it, we usually change y to i and add es to make it plural.

EXAMPLES:

city cities

cherry cherries

7. If a word ends with a y which has a vowel before it, we usually just add s to make it plural.

EXAMPLES:

monkey monkeys

toy toys

8. If a word ends with f or fe, we usually change f or fe to v and add es to make the plural.

EXAMPLES:

leaf	leaves
loaf	loaves
wife	wives
knife	knives

9. Some words do not follow any rules when they change from singular to plural.

EXAMPLES:

man	men
mouse	mice
goose	geese
child	children

10. Some words do not change at all when used as singular or plural.

EXAMPLES:

deer	deer
sheep	sheep

H. The Dictionary

To find out what words mean, how to say words, and how to divide words into parts we use a dictionary.

1. Finding Words in a Dictionary

- a. All words in the dictionary are arranged in alphabetical order beginning with a and ending with z.

EXAMPLE:

ant	nose
bell	open
coat	place
day	quick
end	roll
fog	sun
girl	time
house	under
ice	vigor
job	word
kite	xylophone
luck	yellow
man	zoo

- b. The words in each group beginning with the same letter are arranged in alphabetical order by the:

- (1) Second letter -

EXAMPLE:

about
all
apple
ate
axe

- (2) Third letter -

EXAMPLE:

bag
bait
bargain
battle

- (3) and so on down to the last letter.

EXAMPLE:

plank
plans
plant

2. Guide Words

- a. Guide words help in finding words in the dictionary. Two of these appear in bold type on the top of each page in the dictionary.

EXAMPLE:

mailman

make

- b. This means that the first word on the page is mailman and the last word is make. All words that come between these two words alphabetically are on the same page.

EXAMPLE:

The word mainly is on this page because main comes after mail and before make.

3. Finding Words Formed from Root Words

a. Plural Nouns

When the plural (abbreviated "pl.") form of a word is not formed by adding s or es, it is printed in small, dark, bold type after the meaning.

EXAMPLES:

puppy.....- pup pies, pl.

man.....- men, pl.

knife.....- knives, pl.

b. Adjectives and Adverbs

- (1.) When the comparative, (abbreviated "compar.") and the superlative, (abbreviated "superl.") forms of adjective and adverbs are not formed by adding er and est, they are printed in small, dark, bold type after the meaning.

EXAMPLES:

good.....-bet ter, compar.; best, superl.

well.....-bet ter, compar.; best, superl.

- (2.) If the spelling of the adjective or adverb changes when the comparative ending, er, or the superlative ending est, is added, these forms are printed in small, dark, bold type after the meaning.

EXAMPLES:

strange.....-strang **er**, compar.; strang **est**, superl.

early.....-ear **li er**, compar.; ear **li est**, superl.

c. Verbs

- (1.) When the principal parts of a verb are not formed in a regular way, by adding ed for the past tense (abbreviated "p.t."), or by adding ed for the past participle (abbreviated "p.p."), or by adding ing for the present participle, (abbreviated "pr.p."), these irregular principal parts are printed in small, dark, bold type after the meaning.

EXAMPLES:

go.....-went, p.t.; gone, p.p.; go **ing**, pr.p.

give.....-gave, p.t.; giv **en**, p.p.; giv **ing**, pr.p.

- (2.) If the spelling of the verb changes when ed or ing is added in forming the past tense, past participle, or present participle, these forms are printed in small, dark, bold type after the meaning.

EXAMPLES:

hate...- hat **ed**, p.t. and p.p.; hat **ing**, pr.p.

refer...- re **ferred**, p.t. and p.p.; re **fer ring**, pr.p.

d. Suffixes

- (1.) Words formed by adding one or more suffixes sometimes are listed as main words.

EXAMPLES:

matchless

payable

- (2.) Other words formed by adding one or more suffixes, but whose meaning can be easily understood, are not listed as main words but are printed in small, dark, bold type after the meaning of the main word.

EXAMPLES:

favorable....- fa vor a bly

sad.....- sad ness

- (3.) Every word formed with a suffix is followed by a part-of-speech label which tells how the word is to be used.

EXAMPLES:

favorable....- fa vor a bly, adv.

sad.....- sad ness, n.

- (4.) All common suffixes and their meanings are listed as main words.

EXAMPLES:

- ness (nis), a suffix meaning:

1. the condition or quality; (Sadness is the condition of being sad.)
2. an act or thing that is; an example of being; (A rudeness is a rude act.)

e. Prefixes

- (1.) All common prefixes and their meanings are listed as main words.

EXAMPLE:

pre-, a prefix meaning before; (A prewar period is a period before a war.)

- (2.) If a word takes on a different meaning when a prefix is added it is listed as a main word.

EXAMPLE:

antifreeze....a substance with a low freezing point, such as alcohol, put in the water of automobile radiators to prevent freezing.

4. Finding Out What Words Mean

- a. Each word in the dictionary is followed by one or more meanings.

EXAMPLE:

camera....- 1. a closed box for taking pictures. The light that enters when a lens or hole at one end is opened forms an image on the film or plate at the other end. - 2. That part of a television transmitter which picks up the picture to be sent.

- b. The most common meaning of a word is usually listed first. Then come meanings that are not so commonly used, are used only in special subjects or fields, or are slang. Each meaning is numbered, and often an example is given that helps show how the word is used.

EXAMPLE:

dig....- 1. to turn up or remove ground with a spade, hand, claws, etc. (The pirate dug for buried treasure.) - 2. to find out, as by careful study. (To dig out the truth.) - 3. to work or study hard: used only in every-day talk.

- c. Each word in the dictionary is followed by a letter which tells what part of speech it is.

n.	noun
v.	verb
pro.	pronoun
adj.	adjective
adv.	adverb
prep.	preposition
conj.	conjunction
interj.	interjection

EXAMPLES:

grape.....n.

lightly.....adv.

- d. If a word can be used in more than one way, as for example a noun and a verb, the noun meanings are grouped together and the verb meanings are grouped together.

EXAMPLE:

chart....- 1. a map of an ocean or sea for use by sailors. It shows coast lines, depths, currents,

- etc. - 2. a group of facts about something set up in the form of a diagram, graph, table, etc. -
v. 1. to make a map of. - 2. to show on a chart, (to chart the weather.)

5. Finding Out How to Say Words

- a. Each word in the dictionary is re-written in parentheses following it with marks over the letters that tell how to say the word.

EXAMPLES:

cat(kat)....

run(run)...

- b. If a word in the dictionary contains a short vowel, no mark is placed above the vowel.

EXAMPLE:

camp(kamp)....

- c. If a word in the dictionary contains a long vowel, a short straight line appears over it.

EXAMPLE:

late(lāt)....

- d. A list of all the marks used in a dictionary to help in finding out how to say a word is called "pronunciation key." Each mark is followed by a key word which shows the sound of the mark.

EXAMPLE:

e	be
oo	tool
u	fur

- e. A group of key words is printed at the bottom of each right hand page in the dictionary to help you say the words on that page.

EXAMPLE:

fat, ape, car, ten, ...

6. Finding Out How to Divide Words into Parts

- a. A dictionary tells where a word is divided. A dot is used to separate syllables.

EXAMPLES:

be·fore.....
grand·mother....

- b. The syllable that is spoken loudest in a word is shown by an accent mark (/).

EXAMPLES:

cas kət(kas kit).....
min ute(min it).....

IV. Area 4: Grammar and Usage

A. The Sentence

1. A sentence is a group of words that expresses a complete thought.

EXAMPLES:

The sun is hot.

I heard you.

Where were you last Saturday?

2. Groups of words that do not express a complete thought are called fragments of sentences. Avoid fragments in your writing.

EXAMPLES:

After dinner

When Tom came

Falling off the bed

B. Subjects and Predicates

1. Every sentence has a subject. The subject of a sentence tells who or what is talked about.

EXAMPLES:

John went to the beach.

The weather is hot today.

Many people live in India.

2. Every sentence has a predicate. The predicate of a sentence tells something about the subject.

EXAMPLES:

The building is ready to fall down.

The dog has a broken leg.

Your car has a flat tire.

3. Some sentences have compound subjects. A sentence with a compound subject has two or more words about which something is said.

EXAMPLES:

Los Angeles and San Francisco are in California.

Jerry and Nick are brothers.

Apples, pears, and plums are good to eat.

4. Some sentences have compound predicates. A sentence with a compound predicate has two or more words which tell something about the subject.

EXAMPLES:

The children ran, skipped, and jumped.

The dog barked and growled.

The men fought and won.

C. Combining Sentences

Two or three short sentences about the same thing may be combined into one sentence.

EXAMPLE:

Frank has a car.

It is old.

Frank's old car broke down yesterday.

Yesterday it broke down.

1. The word and is often used to combine sentences.

EXAMPLE:

Frank called a mechanic.	}	Frank called a mechanic and he fixed it.
He fixed it.		

2. If the word and is used too much when combining sentences, it becomes tiresome. Some other good words that may be used to combine sentences are: who, that, whose, when, and which.

EXAMPLE:

Frank called a mechanic, and he fixed it.

Frank called a mechanic, who fixed it.

D. Separating Sentences

Sentences that are not about the same thing, or include more than one idea should not be joined together by connecting words.

EXAMPLE:

WRONG: Steve is twenty years old and he likes to watch television and yesterday his car broke down.

RIGHT: Frank is twenty years old.
He likes to watch television.
Yesterday his car broke down.

E. "No" Words in Sentences

1. Only one word that means no may be used in a sentence.

EXAMPLE:

WRONG: He didn't read nothing about cars.

RIGHT: He didn't read anything about cars.

2. Some no words are: not, none, never, nothing, didn't, weren't, couldn't.

F. Pronouns

A pronoun is a word that is used in place of a noun.

1. A personal pronoun takes the place of a definite person or thing.

EXAMPLES:

I, me, my, mine, we, us, our, ours, you, your, yours, he, him, his, her, hers, it, its, they, them, their, and theirs.

- a. Sentences without pronouns.

- 1) Frank took Frank's car to Joe's garage.
- 2) While Frank was there, Frank talked to Joe.
- 3) Frank told Joe about Frank's accident.

- b. Sentences with pronouns.

- 1) Frank took his car to Joe's garage.
- 2) While he was there, he talked to Joe.
- 3) Frank told him about his accident.

2. The pronoun I always follows other nouns and pronouns.

EXAMPLES:

Bill and I went to a party.

He and I stayed very late.

3. The pronoun you is placed before other nouns and pronouns.

EXAMPLES:

Are you and he going?

These presents are for you and Tom.

G. Paragraphs

A paragraph is made up of one or more sentences that tell about one thing.

1. Each paragraph tells one thing about the subject.

EXAMPLE:

Early settlers learned many things from the Indians. The men learned to hunt and fish. They also learned to use oxen instead of horses to plow the fields.

2. When another idea is to be told, begin a new paragraph.

EXAMPLE:

Early settlers learned many things from the Indians. The men learned to hunt and fish. They also learned to use oxen instead of horses to plow the fields.

The settlers had no matches so it was not easy to start a fire. Fires were kept burning in every fireplace. Fire was needed for heat, light, and cooking.

3. Rules for writing a paragraph.

- a. Leave margins about an inch wide at the top, bottom, and at each side of the paper. Keep these margins straight.
- b. Indent the first line of each paragraph. Indent means to start the first line about one half inch to the right of the left margin.
- c. Start the paragraph with an interesting sentence that introduces the subject. In the rest of the sentences in the paragraph, tell more about the subject.
- d. Start each sentence with a capital letter and end it with a period, question mark, or exclamation mark.

V. Area 5: Letter Writing

A. Friendly Letter

Friendly letters are written to friends or relatives to tell them you plan to visit, to thank them for a gift, to request a favor, to invite them to a social event, or to invite them to visit.

EXAMPLE:

24 Baker Street Youngstown, Ohio April 12, 1964	]	HEADING
Dear Mike,		GREETING
Can you come to visit us this summer? We would like to see you again. Please let us know soon.	]	BODY
As ever,		CLOSING
		SIGNATURE

1. The heading includes the address of the person writing the letter and the date the letter is written. All words in the heading begin with capital letters. A comma belongs between the name of the city and state, and between the name of the day of the month and the year.
2. The greeting names the person to whom the letter is written and greets that person. The first word and the name of the person begin with a capital letter. A comma belongs after the greeting.
3. The body states the writer's message. All sentences in the body begin with capital letters. The first sentence is indented.
4. The closing is a polite, friendly, or affectionate way to say good-bye. Only the first word is capitalized. A comma follows the closing.
5. The signature is the name of the person who writes the letter.

B. Business Letter

Business letters are written whenever you have to write a person, company, or institution concerning business of any kind.

EXAMPLE:

28 Jackson Avenue Atlanta, Georgia April 1, 1964	]	HEADING
Electra Radio Company 3 State Street Boston, Massachusetts	]	INSIDE ADDRESS
Dear Sir: _____		GREETING
Please send me your latest catalogue.	]	BODY
Enclosed is fifteen cents for postage.		
Yours truly, _____		CLOSING
_____		SIGNATURE
Joanne A. Robinson		

The form of a business letter is exactly the same as a friendly letter except:

1. The inside address gives the name, title of respect, and the address of the person to whom the letter is written. A company's name may be used instead of a person's name and title. The inside address is the same as the address on the envelope.
2. The greeting is generally Dear Sir:, or Gentlemen:. A colon (:) follows the greeting.
3. The signature is the full name of the person writing the letter. If the letter is typed, a space is left for the writer to sign in ink and his name typed below.

C. Envelopes

The return address gives the name of the person sending the letter and the place where he lives or from which he is writing. It goes in the upper left-hand corner. The name, title, and address of the person or company who is to receive the letter are the address.

EXAMPLES:

Mary Worth 3 Serendipity Lane New York, New York	Dr. Rex Morgan Menninger Clinic Topeka, Kansas
<u>Return Address</u>	<u>Address</u>

Harry James 8 Cash Corner Las Vegas, Nevada	Betty Grable 9 Sunset Blvd. Hollywood California
<u>Return Address</u>	<u>Address</u>

1. All words in the address and return address begin with capital letters.
2. A comma belongs between the name of the city and the name of the state only if they are written on the same line.
3. Keep all margins straight.

PM 400-11B

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TEST BOOK
FOR LANGUAGE & STUDY SKILLS

D-T72-9024

Record Sheet for Area 1: Basic Language Skills

Name _____

Yes ☐

Progress Point Reported?

Pre-Test

Test	# Right	Date
LCT001 & LCT002		
LCT003		
LCT004		

# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS

	LCT001 & LCT002	LCT003	LCT004
Fail	0 - 30	0 - 10	0 - 9
Pass	31 - 39	11 - 14	10 - 13

Record Sheet for Area 2: Vocabulary Skills

Name _____

Yes

☐

Progress Point Reported?

Pre-Test

Test	# Right	Date
LCT005		
LCT006		
LCT007		

# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS

	LCT005	LCT006	LCT007
Fail	0 - 14	0 - 14	0 - 6
Pass	15 - 19	15 - 19	7 - 9

Record Sheet for Area 3: Pre-Dictionary Skills

Name _____

Yes

☐

Progress Point Reported?

Pre-Test

Test	# Right	Date
LCT010		
Section I, Form A TBLHUD		
Section I, Form B TBLHUD		
Section II, Form A TBLHUD		
Section II, Form B TBLHUD		

# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS

LCT010	Section I, Form A	Section I, Form B	Section II, Form A	Section II, Form B
Fail	0 - 9	0 - 41	0 - 21	0 - 18
Pass	10 - 12	42 - 53	22 - 27	19 - 23

Record Sheet for Area 4: Grammar and Usage

Name _____

Yes

☐

Progress Points Reported?

Pre-Test

Test	# Right	Date
LCT012		
LCT013		
LCT014		

# Right	Date	# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS

	LCT012	LCT013	LCT014
Fail	0 - 33	0 - 19	0 - 8
Pass	34 - 42	20 - 25	9 - 11

Record Sheet for Area 5: Letter-Writing

Yes ☐

Progress Points Reported?

Name _____

Assignment	Entry Date	Exit Date	Satisfactory Completion
Assignment 1 Part A			
Assignment 1 Part B			
Assignment 2 Part A			
Assignment 3 Part B			
Assignment 3			

Record Sheet for Area 6: Reference and Study Skills

Yes ☐

Progress Points and 2 Bonus Points Reported? ☐

Name _____

Pre-Test

Test	# Right	Date	# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS
SCT001											
LCT015											
LCT016											
LCT017											
LCT018											

	SCT001	LCT015	LCT016	LCT017	LCT018
FAIL	0 - 4	0 - 11	0 - 13	0 - 12	0 - 11
PASS	5 - 6	12 - 15	14 - 17	13 - 16	12 - 14

Name _____ Date _____

TEST: LCT013: VERBS

Directions:

For use before and after Assignment I for Area 4.

Place an x in the space by the correct answer.

0 1. (Example)

Find the verb in the following sentence:

He went.

- a. () He
b. (x) went
-
-

Make the verbs in the following sentences agree in number with their subjects:

- | | |
|---|--------------------------------|
| 1. There <u>was/were</u> three coats on the rack. | a. () was
b. () were |
| 2. Here <u>is/are</u> the package of seeds. | a. () is
b. () are |
| 3. The table for these chairs <u>is/are</u> downstairs. | a. () is
b. () are |
| 4. They <u>was/were</u> happy to be home. | a. () was
b. () were |
| 5. You <u>is/are</u> my favorite author. | a. () is
b. () are |
| 6. It <u>don't/doesn't</u> matter. | a. () don't
b. () doesn't |

7. Don't/Doesn't he like baseball? a. ☐ Don't
b. ☐ Doesn't
8. The leaves on this tree has fallen/have fallen off. a. ☐ has fallen
b. ☐ have fallen
9. Squirrels climb/climbs trees. a. ☐ climb
b. ☐ climbs
10. Jack and John is leaving/are leaving. a. ☐ is leaving
b. ☐ are leaving
11. Cookies and milk tastes/taste good together. a. ☐ tastes
b. ☐ taste

Change the following verbs to the past tense.

12. is writing a. ☐ are writing
b. ☐ was writing
c. ☐ will be writing
13. come a. ☐ come
b. ☐ came
14. grow a. ☐ grown
b. ☐ grew
15. does write a. ☐ did write
b. ☐ was written
16. curl a. ☐ curled
b. ☐ curly
17. run a. ☐ ran
b. ☐ runs
18. become a. ☐ becoming
b. ☐ became

Select the correct verb for the following sentences:

19. Tomorrow I shall go/went/gone to the beach.
- a. () go
b. () went
c. () gone
20. Many people go/went/gone to the beach last weekend.
- a. () go
b. () went
c. () gone
21. Many people have ran/run the 4-minute mile.
- a. () ran
b. () run
22. Joe takes/took the exam yesterday.
- a. () takes
b. () took
23. He has wrote/written several books.
- a. () wrote
b. () written
24. I know/known/knew him before he came here.
- a. () know
b. () known
c. () knew
25. The books was stole/were stolen.
- a. () was stole
b. () were stolen

Name _____ Date _____

TEST: LCT014: PRONOUNS

Directions: To be given before and after Assignment 2 for Area 4.

Place an x in the space by the correct answer.

0 1. (Example) Find the pronoun in the following sentence:

She went.

- a. (x) She
b. () went
-
-

Select the correct pronoun for the following sentences:

- | | |
|--|--|
| 1. The villain was <u>he/him</u> . | a. () he
b. () him |
| 2. <u>Who/Whom</u> will do this? | a. () Who
b. () Whom |
| 3. He saw <u>me/I</u> . | a. () me
b. () I |
| 4. I gave <u>he/him</u> the book. | a. () he
b. () him |
| 5. I gave the book to <u>he/him</u> . | a. () he
b. () him |
| 6. To <u>who/whom</u> does one turn? | a. () who
b. () whom |
| 7. They took care of it <u>themselves/themselves</u> . | a. () themselves
b. () themselves |

8. The prizes went to Jack and me/myself.
a. () me
b. () myself
9. He went by hissself/himself.
a. () hissself
b. () himself
10. What about we/us kids?
a. () we
b. () us
11. We/Us three would like to go.
a. () We
b. () Us

Name _____ Date _____

Test LCT015: Locating Information

Directions:

For use before and after EDL Assignment 2 for Area 6. Place an x in the space by the correct answer.

01. (Example) To find out if a book has an index, you look:

- a. () in the library
- b. () in the card catalog
- c. (x) in the book

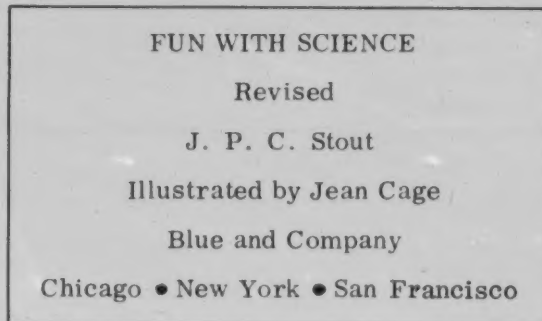


Figure 1: A Title Page

DDD-2

1. Figure 1 shows the title page from a book. What is the title of the book?

- a. () FUN WITH SCIENCE
- b. () J. P. C. Stout
- c. () Blue and Company

2. Who is the publisher of the book shown in Figure 1?

- a. () J. P. C. Stout
- b. () Blue and Company
- c. () Jean Cage

3. Who drew the pictures in the book shown in Figure 1?
- a. ☐ J. P. C. Stout
 - b. ☐ Jean Cage
 - c. ☐ Blue and Company

Copyright 1955 by Blue and Company
Copyright 1960 by Blue and Company

All rights reserved. No part
of this book may be reproduced
without the written consent of
the publisher.

Figure 2: Copyright from Fun with Science

4. Who owns the copyright shown in Figure 2? Write your answer on the line below.

5. How many times has this book been copyrighted?

- a. ☐ one time
- b. ☐ two times
- c. ☐ three times

6. What does the publisher say to tell you that you cannot copy the book?
Write the answer in the space below.

DDD-4, FFF-3

7. The Table of Contents is found:

- a. ☐ at the beginning of the book
- b. ☐ at the end of the book
- c. ☐ in the middle of the book

8. The Table of Contents tells you:

- a. ☐ the topics discussed in the book
- b. ☐ on what page a particular topic is found
- c. ☐ both

EEE-4, GGG-6

9. A reference table is:

- a. ☐ an organized collection of information
- b. ☐ used to present a great deal of information in a small space
- c. ☐ both

Date	Invention	Inventor
1786	Threshing Machine	A. Meikle
1804	Canning Food	F. Appert
1830	Ice Machine	J. Perkins
1874	Refrigerator	C. von Linde

Figure 3: A Reference Table of Inventions

10. According to the reference table in Figure 3, the inventor of the ice machine is:

- a. ☐ C. von Linde
- b. ☐ an Englishman
- c. ☐ J. Perkins

11. According to Figure 3, the refrigerator was invented in the year:

- a. ☐ 1830
- b. ☐ 1874
- c. ☐ 1786

EEE-5, FFF-4, GGG-2

12. The index of the book is:

- a. ☐ an alphabetical list of the topics in the book with their page numbers
- b. ☐ a list of difficult words and their definitions
- c. ☐ both

13. The index is found:

- a. ☐ in the front of the book
- b. ☐ After each chapter
- c. ☐ in the back of the book

Farming, dry - land, 25, 30;
irrigation, 31-35
Fertilizer, types of, 60;
uses of, 61-67

Figure 4: Ah Index

14. According to the index in Figure 4, information on dry-land farming is found on page(s):

- a. () 25
- b. () 30
- c. () 25 and 30

DDD-1, EEE-1. GGG-1

15. Place the following list of book titles in alphabetical order. Write your answers in the blanks below.

- 1. _____ St. George and the Dragon
- 2. _____ The Sand and the Sea
- 3. _____ A Sailor's Dream

Name _____ Date _____

Test LCT016: Content Organization

Directions:

For use before and after EDL Assignment 3A for Area 6. Place an x in the space by the correct answer.

01. (Example) Which of the following is a bad listening habit?

- a. () taking notes
- b. (x) pretending attention

Tape 3

1. The words rough and smooth appeal to what sense?

- a. () touch
- b. () taste
- c. () smell

2. The words blinding and white appeal to what sense?

- a. () hearing
- b. () sight
- c. () taste

3. When we allow the sense words we read and hear to evolve mental images, we are:

- a. () more likely to remember what we read and hear.
- b. () more likely to lose the speaker or author's train of thought.

Tape 4

4. Bears are corpulent animals. They need their extra bulk for winter hibernation. Corpulent probably means:

- a. () hibernating
- b. () fat

5. Jack has the aplomb - the self-assurance - to be a good leader. Aplomb probably means:

- a. () self-confidence
- b. () leadership ability

Tape 5

6. What information is left out of the following statement?

The paintings of Picasso are on exhibit
from June 10 to August 15.

- a. ☐ what
- b. ☐ when
- c. ☐ where

7. What information is left out of the statement below?

The Federal Government began an investigation of the tax system today.

- a. ☐ why
- b. ☐ when
- c. ☐ what

Tape 7

8. The book The Mystery of Black Swamp would probably be read for:

- a. ☐ information
- b. ☐ entertainment
- c. ☐ inspiration

9. The book Engines at Work is likely to be enjoyed by someone interested in:

- a. ☐ history
- b. ☐ science
- c. ☐ astronomy

10. Mark the following sentence true or false:

It is a good reading technique to frame your own
questions over an article before reading it.

- a. ☐ true
- b. ☐ false

11. What parts of an article give you clues to what questions will be answered by the article?

- a. ☐ title
- b. ☐ headings
- c. ☐ both

12. Choose the sentence which best completes the following statement:

You should be punished for this, but

- a. () I'll fine you \$90.00.
- b. () I'll let it go this time.

13. Select the sentence which best completes the following statement:

The dog is very ferocious, and

- a. () he has already bitten three people.
- b. () he has not bitten anyone yet.

Tape 8

14. Select the best topic sentence for the following paragraph:

All the food eaten by people and other animals can be traced back to the green leaf. For example, livestock must have green plants for food, so even our meat supply is dependent upon plants. Without green leaves there could be no animal life.

- a. () Green leaves are important.
- b. () There could be no animal life without green leaves.
- c. () Animals need green leaves for food.

15. Which sentence does not belong in the following paragraph?

A railroad engine is a power plant. Sometimes the engine develops enough power to supply a small city. Railroads became important in the last century. Most of the time, however, the engine does not have to operate at full steam.

- a. () A railroad engine is a power plant.
- b. () Sometimes the engine develops enough power to supply a small city.
- c. () Railroads became important in the last century.

Tapes 9 and 10

16. Identify the type of paragraph organization used in the following selection:

The Navajo have been called nomads, or wanderers, because they followed their sheep herds from place to place seeking fresh pasture. The Navajo knew where the best pastures were for each season. Along the route, each Navajo family had a winter and summer home. These homes were called hogans.

- a. () repetition
- b. () fusion of details
- c. () time sequence

17. Identify the type of paragraph organization used in the following selection:

With a few exceptions, most insects grow from eggs. After a time small wormlike creatures called larvae hatch from the eggs. The larvae later turn into pupae. The pupae then shed their skin and appear as adult insects.

- a. ☐ comparison - contrast
- b. ☐ time sequence
- c. ☐ degree, small to large

Name _____ Date _____

Test LCT017: Study Skills

Directions:

For use before and after EDL Assignment 3B for Area 6. Place an x in the space by the correct answer.

01. (Example) Which of the following is a good study habit?
- a. () working easy assignments first
 - b. (x) studying in a quiet room
-
-

Tape 11

1. Mark the following statement true or false.

You should not study at a definite time every day.

- a. () true
- b. () false

2. Mark the following sentence true or false.

You should study difficult things first.

- a. () true
- b. () false

3. "Your attitude toward study is very important because it will affect how well you study." This statement is:

- a. () true
- b. () false

Tape 12

4. Which of the following is the correct statement of the Study Formula?

- a. () read, questions, review, recite, survey
- b. () survey, ~~questions~~, read, review
- c. () survey, ~~questions~~, read, recite, review

5. The Q in the Study Formula stands for Questions. What you do in this step is:
- ☐ turn each heading in the article into a question
 - ☐ frame your own questions about the article
 - ☐ both
6. One of the R's in the Study Formula stands for Recite. You recite:
- ☐ after reading each heading
 - ☐ after reading the entire article
 - ☐ before an examination

Tapes 13 - 15

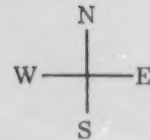
7. Outline the following paragraph. Place your answers in the spaces provided.

It is not easy to say who are properly called "native Americans." The Indians probably best qualify for the title, since they have been here the longest. Originally, however, it is almost certain that the Indians came from Asia. Archeological evidence indicates that they migrated from Asia sometime after the end of the Ice Age. The next group of people to come to America were the Europeans. The first group of Europeans came in the early 17th century. European immigration reached its peak in the early decades of this century.

- I. _____
- A. _____
1. _____
2. _____
- B. _____
1. _____
2. _____

Tape 16

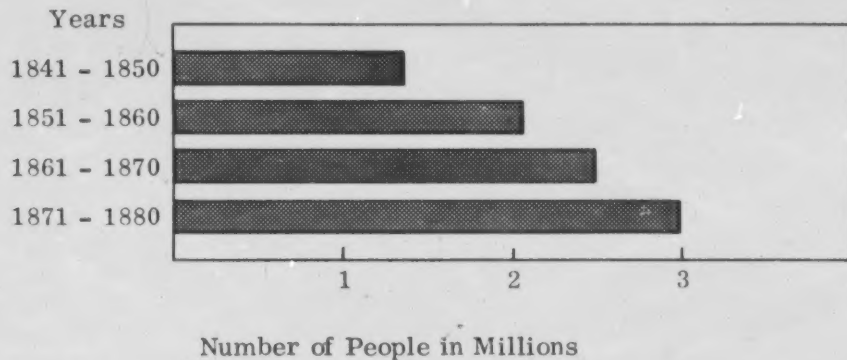
Figure 1



Miles
100

8. What island is pictured in Figure 1?
- ☐ Kingston
 - ☐ Jamaica
9. The greatest distance across the island from East to West is approximately:
- ☐ 100 miles
 - ☐ 150 miles

Figure 2: Immigration to the United States



10. Figure 2 shows the number of people coming to the United States between the years 1841 and 1880. How many people came to the United States in the years 1841 - 1850?
- ☐ One and one-half million
 - ☐ 900 thousand
 - ☐ Two million
11. In what years did the most people come to the United States?
- ☐ 1851 - 1860
 - ☐ 1871 - 1880
 - ☐ 1880

Tape 17

12. Select the best summary of the following paragraph:

The Incas were an ancient group of Indians who lived in Peru. The ruler of the Incas, called "The Inca," was regarded as a god on earth. The Inca and his noblemen controlled the people through a highly organized government of which they were the ruling class. Remains of the ancient civilization may still be found in parts of the Andes Mountains. The Incas used huge stones to construct their buildings. They used no mortar, but the stones were fitted together so skillfully that even today many of their buildings are still standing.

- a. ☐ The Incas were an ancient people living in Peru. They were ruled by The Inca and his noblemen. Some of their buildings still stand in parts of the Andes Mountains.
- b. ☐ The Incas were an ancient people living in Peru. Some of their stone buildings still stand.

Tapes 18 - 19

13. The reading gear we choose to use in reading something is primarily a matter of:

- a. ☐ our purpose in reading the material
- b. ☐ the difficulty of the material
- c. ☐ both

14. The fast reading gears are most valuable when:

- a. ☐ time is short
- b. ☐ we want to get only the main ideas
- c. ☐ both

15. When you look for a name in a telephone book, what reading gear are you using?

- a. ☐ skimming gear
- b. ☐ scanning gear
- c. ☐ careful reading gear

16. When you are selecting a book to read, and want a partial impression of its contents, what reading gear would you use?

- a. ☐ scanning
- b. ☐ skimming
- c. ☐ "usual" reading

Name _____

Date _____

Test LCT018: Literature

Directions:

For use before and after EDL Assignment 3C for Area 6. Place an x in the space by the correct answer.

01. (Example) Which of the following is one of the parts of the novel?

- a. () motor
- b. (x) plot

Tape 21

1. Choose the word which best describes the person talked about in the following selection:

Only the open field lay between the soldier and the enemy supply dump. To be discovered was to die. He flattened himself against the ground and slowly inched his way out of the underbrush into the field.

- a. () calm
 - b. () cowardly
 - c. () brave
2. Choose the statement which best summarizes the inference made in the following paragraph:

All good students hand their work in on time.
Because good students do not cause unnecessary problems for their teachers, I was disappointed to find that only a few papers were handed in on time.

- a. () Some people cause problems.
- b. (x) Some people in the class are not good students.
- c. () Good students hand their work in on time.

Tape 22

3. What propaganda technique is used in the following advertisement?

Nine out of ten doctors recommend Sanovac pills.

- a. () testimonial
- b. () bandwagon
- c. () name-dropping

4. What propaganda technique is used in the following slogan?

Fight Communism! Vote for Harry Staples.

- a. ☐ transfer
- b. ☐ name-calling
- c. ☐ glittering generalities

Tape 23

5. On the basis of the headlines below, which newspaper is probably the most reliable?

Newspaper A: PRESIDENT LEAVES FOR WORLD CONFERENCE

Newspaper B: MURDERER'S GRANDSON GRADUATES

- a. ☐ Newspaper A
- b. ☐ Newspaper B

Tape 24

6. Which sentence in the following passage contains a simile?

He watched the new developments as a cat might
a bird. His pay-off was 10 million dollars.

- a. ☐ He watched the new developments as a cat might a bird.
- b. ☐ His pay-off was 10 million dollars.

7. Which sentence in the following passage contains a metaphor?

His eyes are caverns with no dimensions.
Only the brave dare venture there.

- a. ☐ His eyes are caverns with no dimensions.
- b. ☐ Only the brave dare venture there.

Tape 25

8. Helen Keller's essay, "Three Days to See," is best described as:

- a. ☐ sentimental
- b. ☐ inspirational
- c. ☐ sad

9. Robert Benchley's essay, "Stop Those Hiccoughs," is best described as:

- a. ☐ scientific
- b. ☐ funny
- c. ☐ alarming

Tape 26

10. In the short story by James Stuart, "The Clearing," which of the following is the most important?
- a. ☐ characters
 - b. ☐ setting
 - c. ☐ theme
11. In the short story, "Four Men in a Box," the theme is best expressed by which statement?
- a. ☐ Under the right circumstances, men will work together.
 - b. ☐ Men will do anything for gold.
 - c. ☐ Men do not keep promises.

Tapes 27 - 30

12. Put a mark above each heavy syllable in the following lines of poetry. The first line is done for you.

Once upon a midnight dreary while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore
While I nodded, nearly napping, suddenly there came a tapping,
As of someone gently rapping, rapping at my chamber door.

- from "The Raven" by Poe

13. In the following excerpt from the poem, "Lord Randall," what sound techniques does the author use?
- "Where have you been all the day, Randall, my son?
Where have you been all the day, my pretty one?"
"I've been to my sweetheart's, mother;
Oh, make my bed soon,
For I'm sick to my heart and I fain would lie down."
- a. ☐ repetition
 - b. ☐ rhyme
 - c. ☐ both

ANSWER KEYS

LCT013: VERBS

- | | | |
|------|-------|-------|
| 1. b | 9. a | 17. a |
| 2. a | 10. b | 18. b |
| 3. a | 11. b | 19. a |
| 4. b | 12. b | 20. b |
| 5. b | 13. b | 21. b |
| 6. b | 14. b | 22. b |
| 7. b | 15. a | 23. b |
| 8. b | 16. a | 24. c |
| | | 25. b |

LCT014: PRONOUNS

- | | |
|------|-------|
| 1. a | 6. b |
| 2. a | 7. b |
| 3. a | 8. a |
| 4. b | 9. b |
| 5. b | 10. b |
| | 11. a |

ANSWER KEYS (continued)

LCT015: Locating Information

- | | |
|--|--|
| 1. a | 7. a |
| 2. b | 8. c |
| 3. b | 9. c |
| 4. Blue and Company | 10. c |
| 5. b | 11. b |
| 6. All rights reserved.
No part of this book
may be reproduced
without the written
consent of the publisher. | 12. a |
| | 13. c |
| | 14. c |
| | 15. <u>Sailor's Dream, A</u>
<u>St. George and the Dragon</u>
<u>Sand and the Sea, The</u> |

LCT016: Content Organization

- | | | |
|------|-------|-------|
| 1. a | 7. a | 13. a |
| 2. b | 8. b | 14. b |
| 3. a | 9. b | 15. c |
| 4. b | 10. a | 16. b |
| 5. a | 11. c | 17. b |
| 6. c | 12. b | |

ANSWER KEYS (continued)

LCT017: Study Skills

1. b
2. a
3. a
4. c
5. c
6. b
7. I. Who are properly called "native Americans"?
 - A. Indians
 1. They have been here the longest.
 2. They came from Asia at the end of the Ice Age.
 - B. Europeans
 1. They came in the early 17th century.
 2. Immigration from Europe reached its peak in first part of the century.
8. b
9. b
10. a
11. b
12. a
13. a
14. c
15. b
16. b

ANSWER KEYS (continued)

LCT018: Literature

1. c
2. b
3. b
4. b
5. a
6. a
7. a
8. b
9. b
10. c
11. a
12. Once upon a midnight dreary while I pondered weak and weary,
 [/]Over [/]many a [/]quaint and [/]curious [/]volume of [/]forgotten [/]lore
 [/]While I [/]nodded, [/]nearly [/]napping, [/]suddenly there came a [/]tapping
 [/]As of [/]someone [/]gently [/]rapping, [/]rapping at my [/]chamber [/]door.
13. c

MARCH, 1968

JOB CORPS CIVILIAN CONSERVATION CENTERS

LANGUAGE AND STUDY SKILLS, PM400-11

SUPPLEMENT NO. 1

This supplement contains the revised pages to PM400-11 which should be inserted in the Manual. Superseded pages should be destroyed.

Also included in this supplement are five revised Record Sheets, for Areas 1, 2, 3, 4, and 6. (The Record Sheet for Area 5 has not been changed.) Please insert these Record Sheets in PM400-11B, Test Book for Language and Study Skills, at the appropriate places.

Superseded Pages

i, ii, iii, iv

13-14

15-16

19-20

21-22

23-24

31-32

33-34

37-38

39-40

43-44

45-46

51-52

55-56

57-58

59-60

61-62

65-66

67-68

New Pages

i, ii, iii, iv, v, vi, vii, viii, ix

13-14

15-16

19-20

21-22

23-24

31-32

33-34

37-38

39-40

43-44

45-46

51-52

55-56

57-58

59-60

61-62

65-66

67-68

NOTE: THIS SUPPLEMENT IS NOT EFFECTIVE UNTIL CENTERS RECEIVE LANGUAGE AND STUDY SKILLS KITS FROM GSA IN THESE COLORS

Language Skills Filmstrips and Tests -- Green

Letter Writing -- Green

Reference Skills (3 separate boxes) -- Red

NO CHANGES ARE TO BE MADE IN THE LANGUAGE AND STUDY SKILLS PROGRAM AS LONG AS CENTERS HAVE SUFFICIENT QUANTITIES OF THE ORIGINAL LESSON AND TEST MATERIALS CONTAINED IN THE BROWN KITS (Language Skills, Letter Writing, and Reference Skills).

05 201 615

Language and Study Skills Manual

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Appendix

Record Sheets

Tests LCT013 through LCT018

Answer Keys for LCT013 through LCT018

March 1968

PM 400-11, SUPPLEMENT NO. 1

INSTRUCTIONS FOR IMPLEMENTING CHANGES
IN LANGUAGE AND STUDY SKILLS PROGRAM

Certain revisions have been made by the publisher of the Language and Study Skills kits. Specific changes for each area of the program are summarized below and are noted in the enclosed pages to the Job Corps Manual, PM 400-11 and Test Book, PM 400-11B. These pages are marked "Revised, March 1968" and should be inserted in the manual at the appropriate places.

However, these changes are not to be implemented for Centers using brown Language and Study Skills Kits. These changes go into effect only when Centers receive:

Language Skills Tests - Green
Letter Writing - Green
Reference Skills - Red

LANGUAGE SKILLS TESTS

There are 8 Language Skills Tests, identified as follows: LCT001-2, LCT003, LCT004, LCT005, LCT006, LCT007, LCT008-10, LCT011-12.

The test numbers underlined above have been changed and are noted in all appropriate places on the revised Manual and Test Book pages enclosed in this package.

1. LCT001 and LCT002 have been combined into 1 test, LCT001-2. This change is noted on appropriate flow charts, record sheets, and special instructions for Area 1. The test should be given in 2 parts (pages 1-2 first, then pages 3-4), as it is quite long and may require 2 class sections.
2. Test LCT008-10 is given in 2 parts because Part 1 requires the use of the dictionary. Part 1 is given first. When the student completes Part 1, he turns in his dictionary and is given Part 2. The test may take 2 class sessions. (These notes have been added to Special Instructions for Area 3.)

March 1968

3. The revised tests have the following number of pages each:

LCT001-2	4 pp.	
LCT003	2 pp.	
LCT004	3 pp.	
LCT005	3 pp.	
LCT006	3 pp.	
LCT007	2 pp.	(These changes are noted on page iv
LCT008-10	4 pp.	of Manual, PM400-11)
LCT011-12	3 pp.	

4. Scoring New Test Items - Some of the new test items are not multiple choice. Special scoring procedures have been established for these items. The following have been added to the Special Instructions section of each appropriate Area Assignment guide:

Area 1

LCT001-2, Item 16: Count 3 points for no errors
1 point for less than 3 errors

LCT004, Item 18: Count 3 points for no errors
2 points for less than 3 errors
1 point for less than 4 errors
0 points for 4 or more errors

Area 2

LCT006, Items 18 and 19: Count 1 point for each correct match

Area 3

LCT008-10 Part 1, Items 1 and 2: Count 1 point if the entire item is correct (all words in correct alphabetical order).

Area 4

LCT011-12, Item 21: Count 5 points for no errors
3 points for less than 6 errors
1 point for less than 10 errors
0 points for 10 or more errors

(Count each incorrect punctuation mark as 1 error)

Some items have been either revised or added to all eight tests altering scoring ranges. Therefore, new pass-fail ranges for tests are included below. Necessary changes on flow charts and record sheets have been made.

March 1968

NEW SCORING CRITERIA FOR LANGUAGE SKILLS TESTS

	PASS	FAIL
LCT001-2	30 - 40	0 - 29
LCT003	13 - 18	0 - 12
LCT004	15 - 20	0 - 14
LCT005	19 - 25	0 - 18
LCT006	20 - 27	0 - 19
LCT007	10 - 14	0 - 9
LCT008-10	22 - 29	0 - 21
LCT011-12	20 - 25	0 - 19

Please insert the revised pages 14, 15, 20, 23, 32-34, 40, and 45 at appropriate places in the Manual and the Record Sheets for Areas 1-4 in the Test Book.

LETTER WRITING

The new kits are green, not brown.

A Checklist for evaluating friendly and business letters is included on page 52.

Revised pages 52, 55, 57 should be inserted in the Manual.

REFERENCE SKILLS

1. There are now 3 Reference Skills Tests, 1 for each box. They are called:

SCT001	Box 1	(Pages 1 & 2)
SCT001	Box 2	
SCT001	Box 3	

The three Reference Skills Tests are given before (and after, if necessary) the corresponding Reference Skills Box. Page and contain revised flow charts for Area 6 and should be inserted in the Manual.

2. The following articles have been revised or replaced:

<u>Box 2</u>	<u>Box 3</u>
#27, 38	#42, 43, 44, 45, 48, 49, 50, 51, 55, 57

March 1968

3. The answers for these tests are on a card in the test envelopes.
4. The pass-fail ranges for these tests are as follows:

<u>SCT001</u>	<u>Box 1</u>	<u>Box 2</u>	<u>Box 3</u>
Pass = 6-7		Pass = 4-5	Pass = 3-4
Fail = 0-5		Fail = 0-3	Fail = 0-2

5. Revised pages 60, 61, 62, 66, and 67 should be inserted in the Manual, and the Record Sheet for Area 6 in the Test Book.

Revised, March 1968

A. Materials Required by the Language and Study Skills Program

Item No.	ITEM	Job Corps Catalog No.
6030	Language Skill Films and Tests (large green box)*	
	<u>12 Filmstrips</u>	
	1. Capitalization and Abbreviation	LC001
	2. Capitalization and Abbreviation, Review	LC002
	3. End Punctuation and Commas	LC003
	4. Contractions and Possessives	LC004
	5. Vocabulary: Prefixes and Suffixes	LC005
	6. Vocabulary: Synonyms and Antonyms	LC006
	7. Vocabulary: Homonyms	LC007
	8. Pre-Dictionary Skills	LC008
	9. Pre-Dictionary Skills	LC009
	10. Pre-Dictionary Skills, Review	LC010
	11. Language Usage	LC011
	12. Language Usage, Review	LC012
	<u>8 Tests</u>	
	1. Capitalization and Abbreviation	LCT01-2
	2. End Punctuation and Commas	LCT003
	3. Contractions and Possessives	LCT004
	4. Vocabulary: Prefixes and Suffixes	LCT005
	5. Vocabulary: Synonyms and Antonyms	LCT006
	6. Vocabulary: Homonyms	LCT007
	7. Pre-Dictionary Skills	LCT08-10
	8. Language Usage	LCT11-12

*PLEASE NOTE: FILMSTRIPS AND TESTS MAY BE ORDERED AS SEPARATE ITEMS. T/A 7-2, CURRICULUM LANGUAGE AND STUDY SKILLS, LISTS THE EIGHT TESTS AND TWELVE FILMSTRIPS.

Revised, March 1968

Item No.	ITEM	Job Corps Catalog No.
6031	Reference Skills (3 red boxes) Box 1 Box 2 Box 3	SC001
6032	Letter Writing (1 green box)	LC013
6008	Learning How to Use the Dictionary (Text)	LM002
6009	with Teacher's Manual	
1746	and Test Booklet	
6012	TMI Programmed Punctuation (Text)	LT001
6018	English as a Communication Skill (Text) with Teacher's Key Guide	LU001
6017	English as a Communication Skill Exercise Book (Workbook)	
6007	Webster's New World Dictionary Elementary Edition (Text)	LM001
6000	Graph and Picture Study Skills (Kit)	SL001
6001	Map and Globe Skills (Kit)	SL002
6002	Study Skills Box 1 (Kit) a & b	SE001-SE016
6003	Study Skills Box 2 (Kit)	SE017-SE025
6004	Study Skills Box 3 (Kit)	SE026-SE036
6028	Listen and Read G-L, Tapes 1-30	
6027	Listen and Read G-L, Workbook	

Item No.	ITEM	
6033	Mastering Capitalization and Punctuation	
6036	Mastering the Sentence	
6035	Mastering Parts of Speech	
6034	Mastering Good Usage	
9010	Language and Study Skills Manual	PM 400 - 11
9011	Language and Study Skills Handbook	PM 400 - 11A
	Language and Study Skills Record Sheet Pads (One for each of the six Areas)	JC Forms 166 through 171
9012	Test Book for Language and Study Skills Tests LCT013-LCT018	PM 400 - 11B

B. Tests and Answer Keys

Remove the following tests and answer keys from the open materials and place them in your test file.

Tests

1. Language Skill Tests (available in filmstrip kit or as a separate item on T/A 7-2)
 - a) Test LCT001-2: Capitalization and Abbreviation pages 1, 2, 3 & 4
 - b) Test LCT003: End Punctuation and Commas pages 1 & 2
 - c) Test LCT004: Contractions and Possessives pages 1, 2 & 3
 - d) Test LCT005: Vocabulary: Prefixes and Suffixes pages 1, 2 & 3
 - e) Test LCT006: Vocabulary: Synonyms and Antonyms pages 1, 2 & 3
 - f) Test LCT007: Vocabulary: Homonyms pages 1 & 2
 - g) Test LCT008-10: Pre-Dictionary Skills pages 1, 2, 3 & 4
 - h) Test LCT011-12: Language Usage pages 1, 2 & 3
2. Reference Skills Tests (located in Reference Skills Box 1, Box 2, & Box 3)
 - a) Test SCT001, Box 1, pages 1 & 2
 - b) Test SCT001, Box 2, page 1
 - c) Test SCT001, Box 3, page 1

3. Test Book for Language and Study Skills Tests LCT013-LCT018

Answer Keys

1. Language Skill Answer Keys (located in the filmstrip box)
Answer Key for Language Skills Tests LCT001-LCT012 4 copies
2. Reference Skills Answer Keys (located in page 1 test envelope)
Answer Key for Reference Skills Test SCT001 2 copies
3. Answer Key for Language and Study Skills Tests LCT013-LCT018

C. Instructor's Materials

1. Language and Study Skills Manual
2. Language and Study Skills Handbook
3. Language and Study Skills Record Sheet Pads (1 pad for each of the 6 areas)
4. Test Book for Language and Study Skills Tests LCT013-LCT018*
5. Answer Key for Language and Study Skills Tests LCT013-LCT018*

* A copy of these materials is in the Appendix of this Manual.

I. Scoring the Tests

1. Description

The procedures in this section are for the multiple-choice type tests.

2. Procedures for Scoring the Tests

- a. Find the Answer Key with the same code number as the test.
- b. Place a red x beside the answers which are correct.
- c. Count the number correct and place the number at the top of the test.
- d. When you have scored the test, go to Section J, page 14.

J. Use of the Record Sheet

1. Description

For each of the six language skill areas there is a record sheet.
The trainee record sheets look like this:

Record Sheet for Area 2

Name _____

Progress Points Reported?

Yes

☐

Pre-Test

Test	# Right	Date	# Right	Date	# Right	Date....	Pass
LCT005	4	8/10/66	19	8/20/66			x
LCT006							
LCT007							

LCT005 LCT006 LCT007

Fail	0-18	0-19	0-9
Pass	19-25	20-27	10-14

The tests in the area are listed down the left hand column;
places for the scores and the dates the trainee took the same test
are on the line across from the code number of the test.

Example: 1. The trainee took LCT005 on 8/10/66 and got 4 right.
According to the flow chart and to the record sheet,
this is a FAIL score, so you simply enter the number
right and the date as shown in the example.

2. The trainee again took LCT005 on 8/20/66 and got 19 right. According to the flow chart and to the record sheet, this is a PASS score, so you enter this score and the date, then place an x in the column marked PASS.
3. By placing an x in the column marked PASS, you have a quick view of the trainee's progress through the area.
4. To determine if a trainee has completed an area, simply refer to the PASS column. If all the blanks have x's in them, he has completed the area.

2. Procedures for Record Keeping

- a. Select the Record Sheet that corresponds to the area in which the trainee is working.
- b. Write trainee's name on the record sheet.
- c. Enter the number right and the date across from the appropriate test.
- d. Check the record sheet to see if the score falls in the PASS or FAIL range.
- e. If the score is in the PASS range, place an x in the PASS column across from the test.
- f. If this is the last test in the area, go to Section K, page 16.
- g. If this is not the last test in the area, go to Section L, page 18.

K. Reporting Progress Points

1. Corpsman Advisory Point System

A total of 12 progress points may be earned in the Language and Study Skills Program: 1 point for the completion of each of Areas 1, 2, and 3; 2 points for the completion of each of Areas 4 and 5; 3 points for the completion of Area 6; and 2 bonus points for the completion of the entire program.

If the trainee does any work in an area, he is awarded the progress points for that area. If the trainee bypasses an area completely by passing all its tests, he does not receive the progress points for that area.

On JC Form 511, milestones 1 through 6 correspond, respectively, to Areas 1 through 6. Milestones in the Language and Study Skills Program are unique in that more than one progress point may be awarded per milestone. The following table lists the milestones with their corresponding areas and progress points.

Language & Study Skills Milestones	Area	Progress Points Earned
1	Completion of Area 1	1
2	Completion of Area 2	1
3	Completion of Area 3	1
4	Completion of Area 4	2
5	Completion of Area 5	2
6	Completion of Area 6	3
Bonus for completing the entire program		2
Total		12

III. Instructor's Area Assignment Guides

The assignment guides are organized in the following way:

- Part I: Special instructions for the area
- Part II: Flow chart of tests and materials for the area
- Part III: Tutorial program references
- Part IV: Assignments for special types of trainee-supervised learning material (included only in Areas 4, 5, and 6)

Instructor's Assignment Guide

Area 1: Basic Language Skills

1. Special Instructions

Entry Test

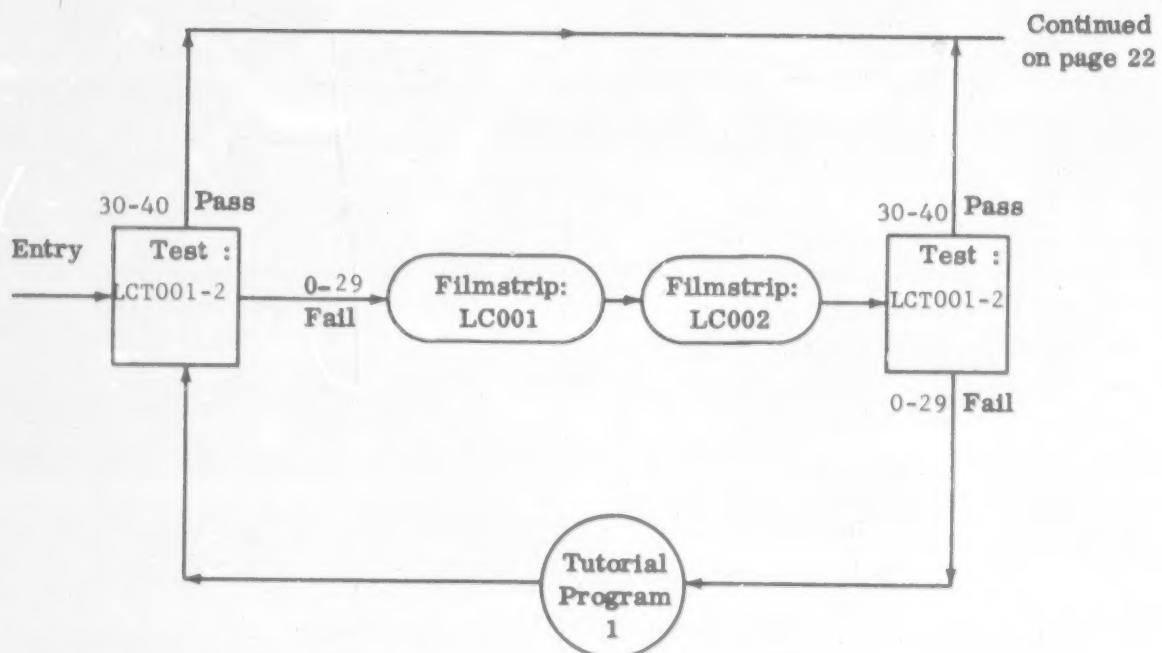
The two tests LCT001 and LCT002 have been combined into one test, LCT001-2. The test is to be given in two parts, pp. 1 and 2, then 3 and 4; it may require two class sessions.

Procedures

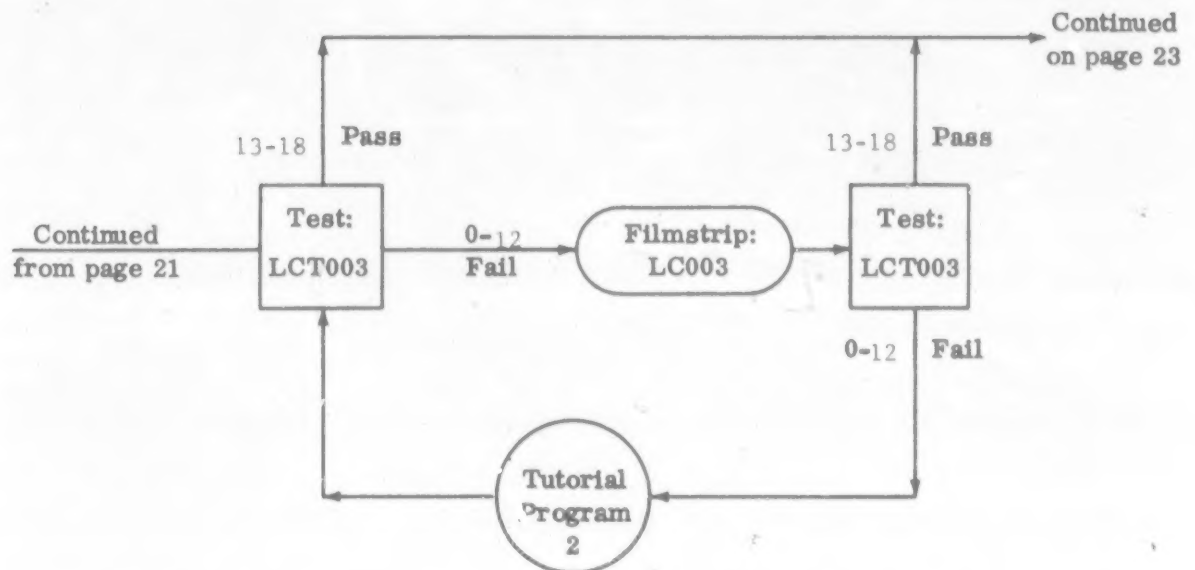
1. For each test follow the procedures starting with Section F, page 10, in the manual.
2. Special scoring for LCT001-2:

Item 16: Count 3 points for no errors
1 point for less than 3 errors

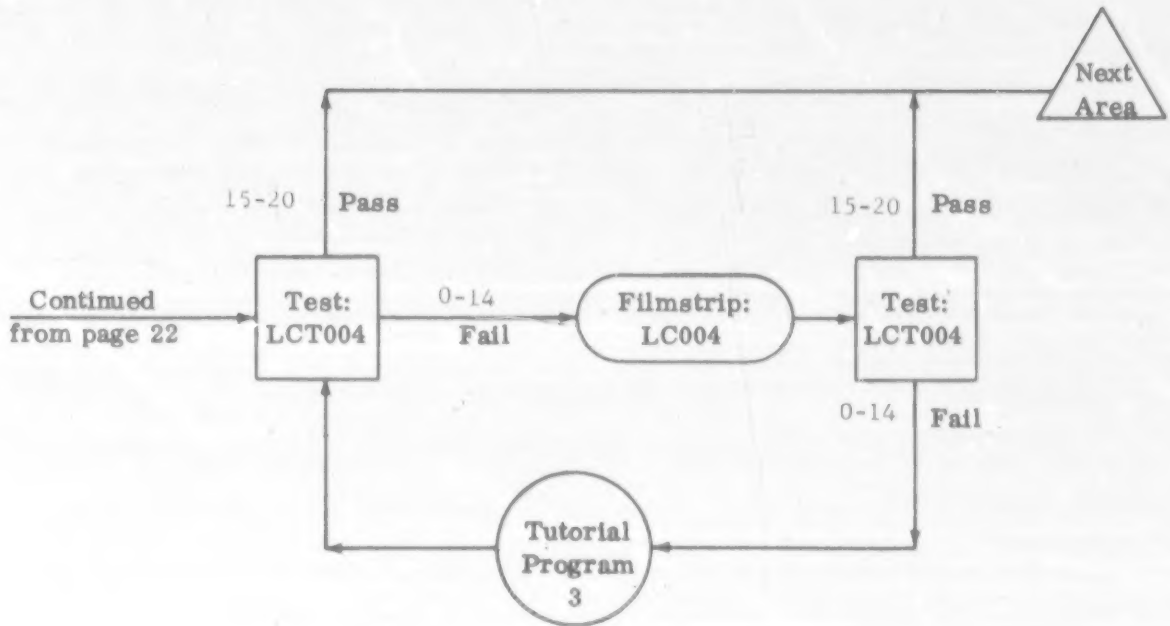
II. Flow-Chart for Area 1



II. Flow-Chart for Area 1 (Continued from page 21)



II. Flow-Chart for Area 1 (Continued from page 22)



III. Tutorial Programs for Area 1

A. Tutorial Program 1: Capitalization and Abbreviation

Capitalization

Reading Selection & Practice Exercises	<u>Mastering Capitalization and Punctuation*</u> Pages 1 - 14
Procedural Notes	1. These pages are available on pre-printed master carbon units, and are to be duplicated as needed. 2. The answer key to the exercises is in the <u>Teacher's Key for Mastering Capitalization and Punctuation</u>. 3. Pages 53 - 60 contain review exercises and tests over both capitalization and punctuation skills.

* See Teacher's Key for list of exercises according to content and page number.

.....

Reading Selection	<u>Language and Study Skills Handbook</u> Section I, part A, pp. 1 - 5
Practice Exercises	<u>English As A Communication Skill Exercise Book</u> Exercise A, pp. 32 - 33 Exercise F, p. 36 Exercise F, p. 42 Test V, pp. 44 - 45 Exercise D, pp. 50 - 51 Exercise C, p. 58 Exercise A, p. 115
Procedural Notes	1. The trainee is not to write in the exercise book.

These pages

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SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.**

pp. 28-30

Instructor's Assignment Guide

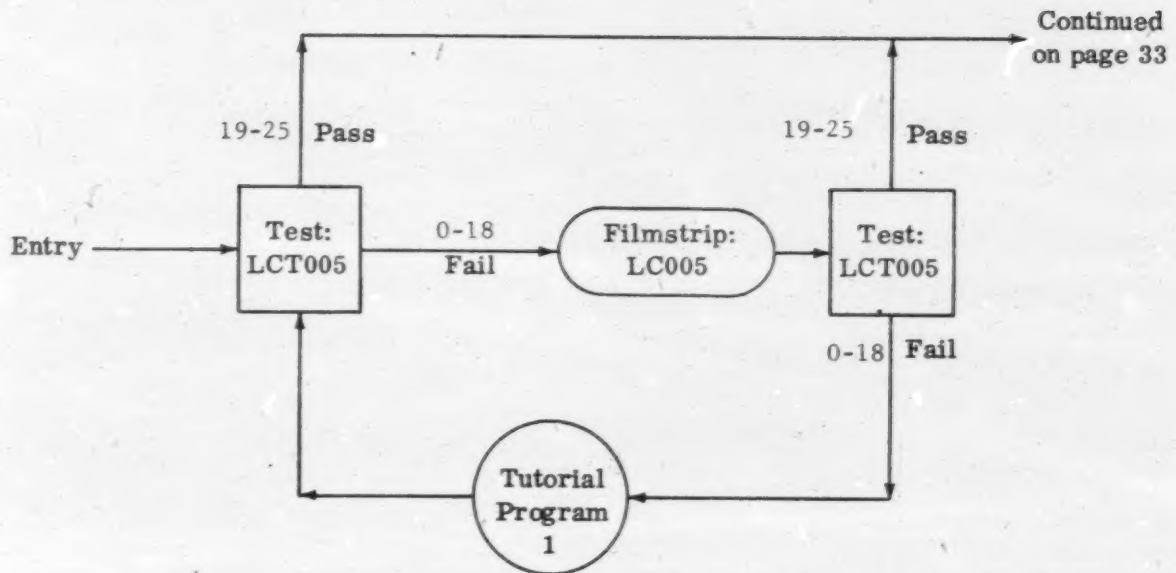
Area 2: Vocabulary Skills

I. Special Instructions

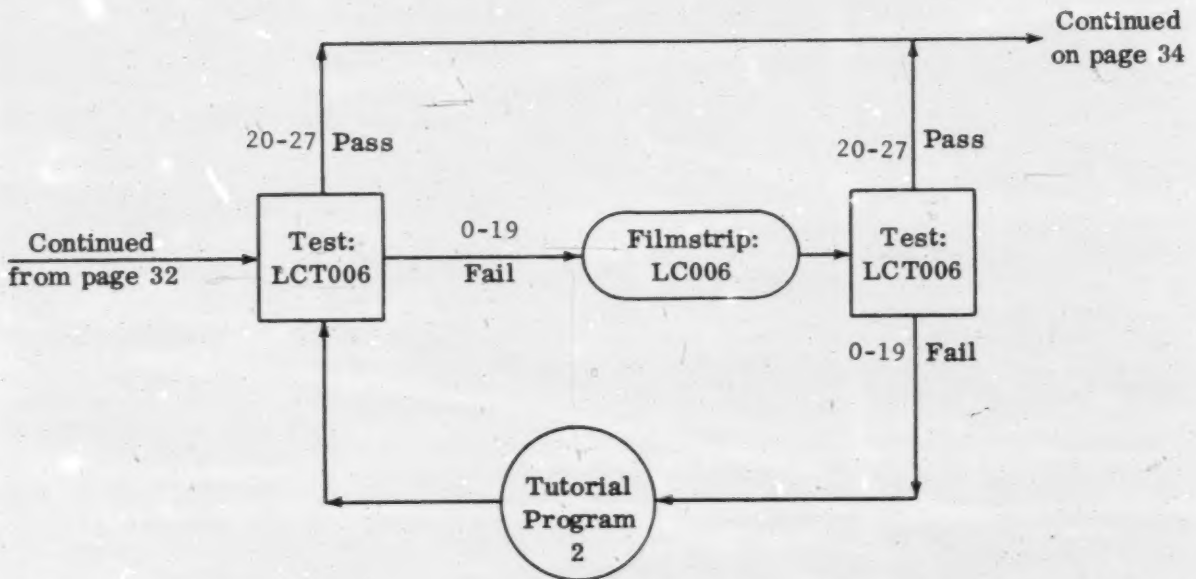
Special Scoring for LCT006, Items 18 and 19:

Count 1 point for each correct match.

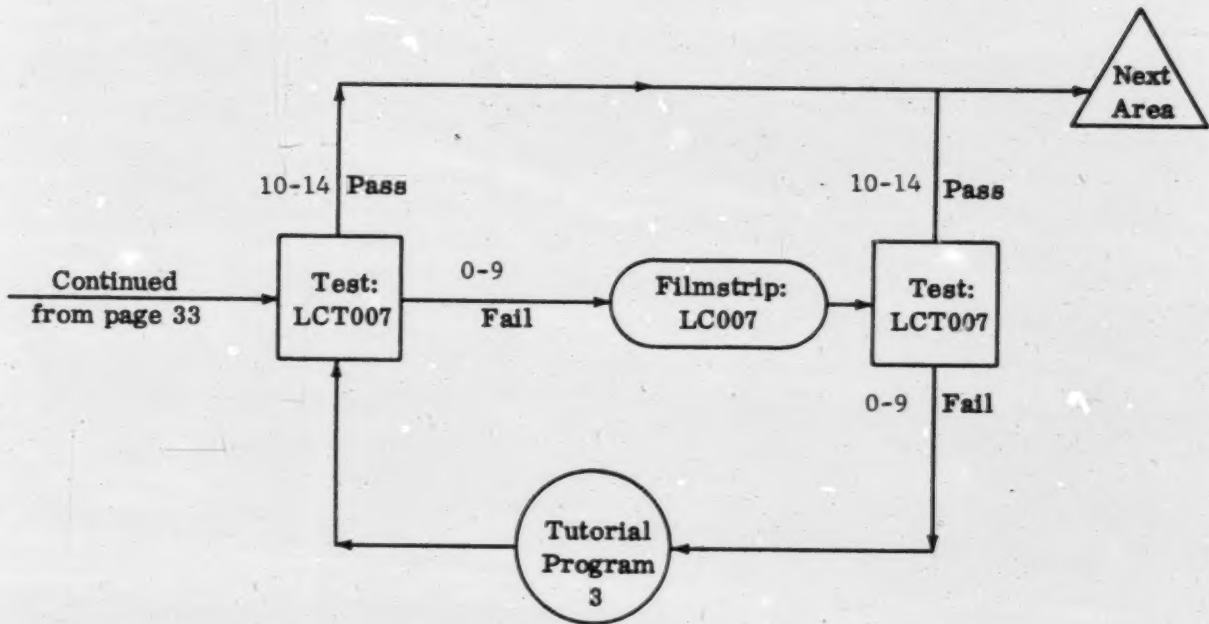
II. Flow-Chart for Area 2



II. Flow-Chart for Area 2 (Continued from page 32)



II. Flow-Chart for Area 2 (Continued from page 33)



C. Tutorial Program 3: Homonyms

Reading Selection

Language and Study Skills Handbook

Section II, part E, pp. 25 - 29

Practice Exercises

English As A Communication Skill Exercise Book

Exercise A, pp. 98 - 99

Exercise B, pp. 136 - 137

Exercise D, pp. 149 - 150

Exercise D, p. 176

Exercise B, p. 190

Exercise G, p. 200

Exercise A, p. 228

Exercise C, p. 290

Procedural Notes

1. The trainee is not to write in the exercise book.
2. Tell the trainee to put his answers on a separate sheet of paper.
3. The answer key to these exercises is in the teacher's manual for English As A Communication Skill.

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Instructor's Assignment Guide

Area 3: Pre-Dictionary Skills

I. Special Instructions

A. Learning How to Use the Dictionary

This text must be used in conjunction with Webster's New World Dictionary, Elementary Edition.

B. Tests for Learning How to Use the Dictionary

Special instructions for scoring the tests for this text are necessary:

The tests are located in the Test Booklet for Learning How to Use the Dictionary.

The answer keys are located in the Teacher's Manual for Learning How to Use the Dictionary.

Most of the questions on the test require more than one answer. In most cases, you will give the trainee 1 point for each correct response, so that some questions will have several possible points.

In some cases, you will give the trainee 1 point if all are right; no points if any are wrong.

The list of points for each question are listed in the table on page 39.

NOTE: The Form A test of Sections I and II is used only once - as the pre-test.

The trainee needs to pass only one of the Section tests (Form A or B) to get an X in the pass column of the record sheet.

Special Instructions for Scoring LCT011-12: Item 21

Count 5 points for no errors

3 points for less than 6 errors

1 point for less than 10 errors

0 points for 10 or more errors

Test Item #	Section I Form A	Section I Form B	Section II Form A	Section II Form B
1	1	1	1	2
2	1	1	2	1
3	1	1	2	1
4	1	1	1	1
5	2	1	1	1
6	1	4	1	1
7	4	1	1	1
8	*1	*1	1	1
9	*1	*1	2	1
10	9	9	2	1
11	6	6	1	1
12	8	8	1	1
13	6	6	1	1
14	*1	*1	1	1
15	*1	*1	1	1
16	4	3	1	1
17	5	5	1	1
18			1	1
19			1	1
20			1	1
21			1	1
22			1	1
23			1	
Total # Points	53	51	27	23

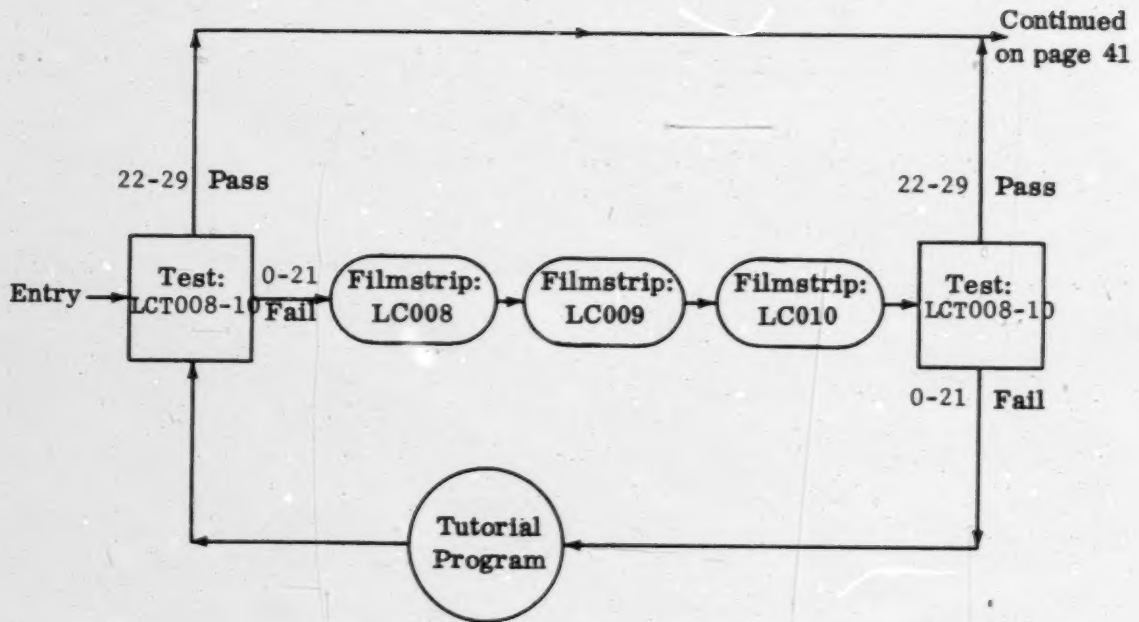
* 1 point for correctly placing the entire list of words in alphabetical order.

Procedures

1. The trainee is not to write in the test booklet.
2. Tell him to copy his answers on a separate sheet of paper and to number them carefully.
3. Collect the trainee's paper when he finishes.
4. Place a red x by each correct response except for the questions which have an * in the table. For these questions the trainee gets 1 point if all are right, no points if any are wrong.
5. Count the number of correct answers, place the score at the top of the paper, then go to Section J, page 14.

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II. Flow-Chart for Area 3



III. Tutorial Program for Area 3: Pre-Dictionary Skills

Reading Selection

Language and Study Skills Handbook

- Vowels & Consonants: Section III, part A, p. 30
Syllables: Section III, part B, p. 30
Pronouncing &
Dividing Words: Section III, part C, pp. 30-32
Accent Marks: Section III, part D, p. 32
A and An: Section III, part E, pp. 32-33
Compound Words: Section III, part F, p. 33
Plurals: Section III, part G, pp. 33-35
The Dictionary: Section III, part H, pp. 35-42

Practice Exercises

English As A Communication Skill Exercise Book

1. Vowels and Consonants

Exercise B, C, D, & E, p. 113

2. Syllables

Exercise F, p. 114

Exercise C, p. 202

Exercise D, p. 203

Exercise B, p. 205

3. A and An

Exercise C, p. 351

4. Plurals

Exercise F, p. 97

Exercise D, p. 142

Exercise A, p. 163

Exercise D, p. 168

Exercise B, p. 197

5. Use of the Dictionary

Exercise A, p. 111

Exercise E, p. 114

Exercise A, pp. 204 - 205

Exercise E, p. 321

Instructor's Assignment Guide

Area 4: Grammar and Usage

I. Special Instructions

A. LCT011-12: Language Usage

The last question of the test, Item 21 on page 3, requires special instructions for scoring.

Procedures:

There are a total of 5 points for this item; a total of 25 points for the entire test.

Count 5 points for no errors

3 points for less than 6 errors

1 point for less than 10 errors

0 points for 10 or more errors

B. English As A Communication Skill Assignments 1 & 2

Assignments 1 and 2 are in Section IV of the Instructor's Assignment Guide for Area 4.

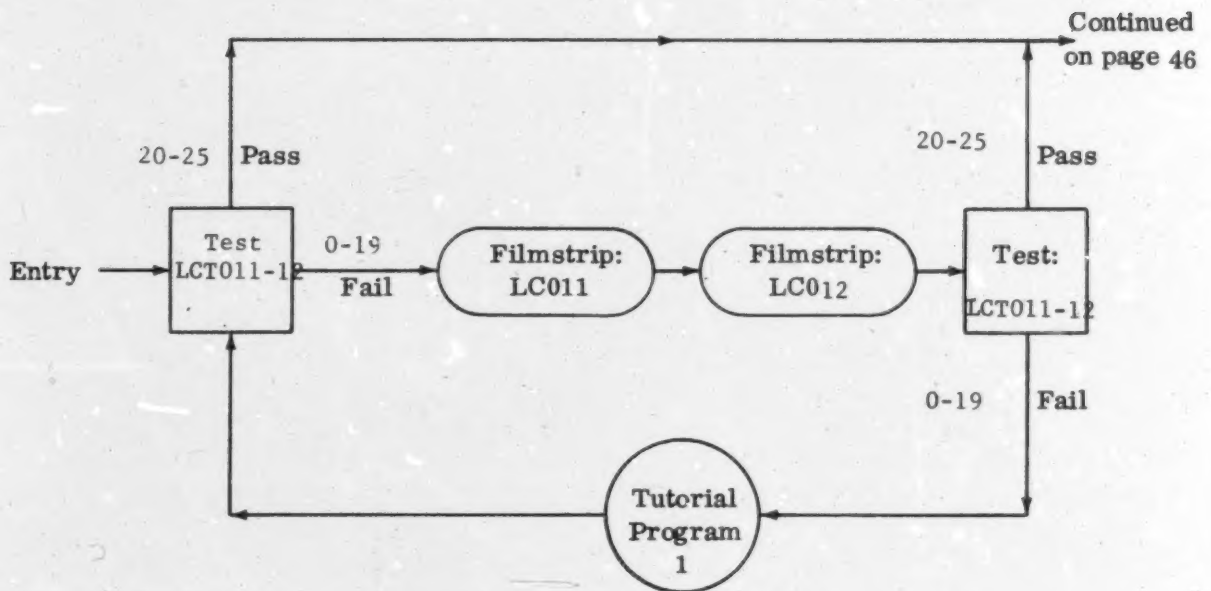
Procedures:

At the appropriate point on the flow chart, give the trainee a list of the readings and exercises.

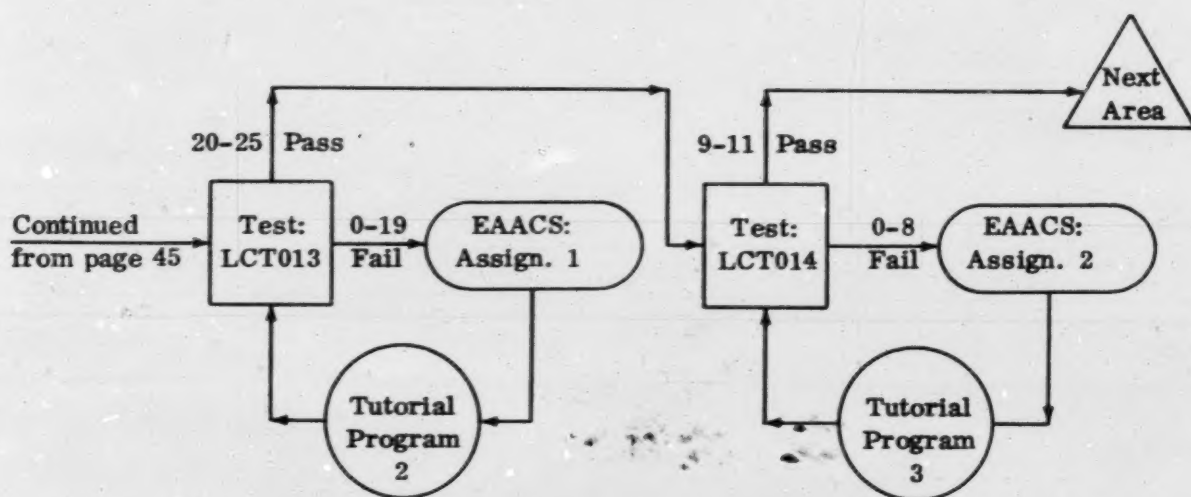
C. LCT013: Verbs and LCT014: Pronouns

The tests and answer key for LCT013 and LCT014 appear in the Appendix of this manual. They are to be duplicated by the instructor as needed.

II. Flow-Chart for Area 4



II. Flow-Chart for Area 4 (Continued from page 45)



EAACS = English As A Communication Skill

IV. Assignments for English As A Communication Skill

Procedures

1. Give the trainee a list of the reading and practice exercise selections.
2. The trainee is not to write in the exercise book. Tell him to put his answer on a separate piece of paper.
3. Tell him to report back to you for the test when he finishes the assignment.
4. The answer key for the exercises is in the teacher's manual for English As A Communication Skill.

Assignment 1: Verbs

English as a Communication Skill & English as a Communication Skill Exercise Book

- | | |
|-------------------------|---------------------------------------|
| 1. Unit 13, p. 98-105 | Exercises C, F, G, H; pp. 73-76 |
| 2. Unit 14, pp. 107-112 | Exercises B, C, D, E; pp. 78-81 |
| 3. Unit 15, pp. 104-122 | Exercises B & C; pp. 83-84 |
| 4. Unit 16, pp. 124-131 | Exercises A, B, C, H, I, K; pp. 88-93 |
| 5. Unit 17, pp. 135-139 | Exercises B, C, D, E, F; pp. 94-97 |
| 6. Unit 19, pp. 147-153 | Exercises A, B, C, D; pp. 103-106 |
| 7. Unit 20, pp. 156-160 | Exercises B & C; pp. 108-110 |
-

Assignment 2: Pronouns

English as a Communication Skill & English as a Communication Skill Exercise Book

- | | |
|-------------------------|--------------------------------|
| 1. Unit 34, pp. 249-254 | Exercises B, C, D; pp. 174-176 |
| 2. Unit 35, pp. 244-252 | Exercises B & C; pp. 177-179 |
| 3. Unit 36, pp. 265-271 | Exercises B & C; pp. 182-183 |
| 4. Unit 37, pp. 273-280 | Exercises B & C; pp. 186-188 |
| 5. Unit 38, pp. 283-291 | Exercises B & C; p. 190 |
| 6. Unit 39, pp. 291-295 | Exercises C, D, E; pp. 193-195 |

Instructor's Assignment Guide

Area 5: Letter-Writing

I. Special Instructions

In Area 5 the trainee applies the skills he has acquired in prior area. The trainee works under the close supervision of the instructor:

- a. The instructor scores most of the letter-writing exercises.
- b. There are no formal tests for the area. The trainee exits from an assignment on the basis of the instructor's decision of satisfactory or unsatisfactory mastery of the assignment.

NOTE: On the Record Sheet for Area 5:

- a) record the date of the trainee's entry and exit from each assignment
- b) when a trainee has satisfactorily completed an assignment, place an x in the appropriate box.

Assignments 1, 2, and 3 for Area 5 and the procedures for each are in Section IV of the Assignment Guide.

LETTER WRITING CHECKLIST

The following checklist provides a guideline for evaluating friendly and business letters and the envelopes for each. The instructor may wish to give more emphasis to some categories than to others or to refine the list by adding more specific categories to it.

	SATISFACTORY	NEEDS MORE WORK
Position of Main Parts		
Format of Main Parts		
Punctuation		
Capitalization		
Spelling		
Spacing		
Handwriting		
Indentation		
Neatness		

IV. Assignments 1, 2, and 3 for Area 5

Assignment 1, part A: Friendly Letters

Description

The materials for this assignment are in the small green box marked LC013: Letter-Writing.

Procedures

1. Give the trainee a copy of Assignment 1, part A.
2. The directions for using the Letter-Writing kit are on the front of the box. Tell the trainee to read the directions, then work the lessons on the practice sheets. (The answer key to these lessons is inside the box.)
3. Tell the trainee to report back to you when he finishes the assignment.
4. When he completes this assignment he goes to Assignment I, part B.

.....

Assignment I, part A

LC013: Letter Writing (small green box)

- | | |
|------------|----|
| 1. Lesson | 1 |
| 2. Lesson | 2 |
| 3. Lesson | 3 |
| 4. Lesson | 4 |
| 5. Lesson | 5 |
| 6. Lesson | 6 |
| 7. Lesson | 7 |
| 8. Lesson | 8 |
| 9. Lesson | 9 |
| 10. Lesson | 10 |
| 11. Lesson | 11 |
| 12. Lesson | 12 |
| 13. Lesson | 13 |
| 14. Lesson | 14 |
-

Assignment 1, part B: Friendly Letters

Description

The materials for this assignment are in English As A Communication Skill, and the English As A Communication Skill Exercise Book.

Procedures

1. Give the trainee a copy of Assignment 1, part B.
 2. Tell him to copy his answers on a separate sheet of paper.
 3. Tell him to read the unit in the text, then work the exercises in the workbook.
 4. Tell him to bring his paper to you for scoring after he completes the last exercise of each unit.
 5. Correct the trainee's paper for errors in:
 - a. capitalization
 - b. punctuation
 - c. grammar and usage
 - d. format
 6. Explain the corrections to the trainee.
 7. Have the trainee rewrite the exercises, correcting all of his mistakes.
 8. When he has rewritten the exercises to your satisfaction, tell him to go to the next unit in the assignment.
 9. Follow procedures 1-8 for all the units of Assignment 1, part B.
 10. When the trainee completes all the units of Assignment 1, part B, he goes on to Assignment 2, part A.
-

Assignment 1, part B

English As A Communication Skill

English As A Communication Skill
Exercise Book

- | | |
|-------------------------|--|
| 1. Unit 82, pp. 601-607 | Exercise A, pp. 401-403 |
| 2. Unit 83, pp. 609-613 | Exercise A, pp. 407-409 |
| 3. Unit 84, pp. 615-622 | Exercise C, pp. 414-415 |
| 4. Unit 85, pp. 624-630 | Exercise A, pp. 417-418
Exercise C, pp. 419-423 |
-

Assignment 2, part A: Business Letters

See Description and Procedures for Assignment 1, part A, page 55.

When the trainee finishes this assignment, he goes to Assignment 2, part B.

.....

Assignment 2, part A

LC013 Letter Writing (Small green Box)

1. Lesson	15
2. Lesson	16
3. Lesson	17
4. Lesson	18
5. Lesson	19
6. Lesson	20

Assignment 2, part B: Business Letters

See Description and Procedures for Assignment 1, part B, page 56.

When the trainee finishes this assignment, he goes to Assignment 3.

.....

Assignment 2, part B

English As A Communication Skill

1. Unit 86, pp. 632-637
2. Unit 87, pp. 639-644
3. Unit 88, pp. 645-651

English As A Communication Skill
Exercise Book

- Exercise D, pp. 426-428
- Exercise B, pp. 430-431
- Exercise B, pp. 435-438

Assignment 3: Letters of Application

See Description and Procedures for Assignment 1, part B, page 56.

.....

Assignment 3

English As A Communication Skill

1. Unit 89, pp. 652-657
2. Unit 90, pp. 659-663
3. Unit 91, pp. 665-670

English As A Communication Skill
Exercise Book

Exercise C, p. 443
Exercise D, p. 444

No exercises

No exercises

Instructor's Assignment Guide
Area 6: Reference and Study Skills

I. Special Instructions

A. Test

1. SCT001

This is the pre- and posttest for the Reference Skills Kit. There are three parts to SCT001, to be administered along with each appropriate box:

- SCT001 - Box 1 - 2 pp.
- SCT001 - Box 2 - 1 pg.
- SCT001 - Box 3 - 1 pg.

Students who get a passing score on a pretest will take the subsequent test, rather than doing assignments from the Reference Skills boxes.

2. Tests LCT015 - LCT018

The questions on these tests are keyed to the code number of the particular Study Skills lesson or Listen and Read tape from which the questions are taken. When a trainee fails one of these tests the second time (or third time, etc.), assign him only the lessons from which the missed questions are taken. For example, in Test LCT015, questions 1 through 6 are taken from lesson DDD-2. If the trainee does not miss any of the questions 1 through 6, omit this lesson from his assignment; if he misses some of these questions, include lesson DD-2 in his assignment.

B. Supplementary Material

The supplementary materials for Area 6 are:

- (1) Map and Globe Skills
- (2) Graph and Picture Study Skills

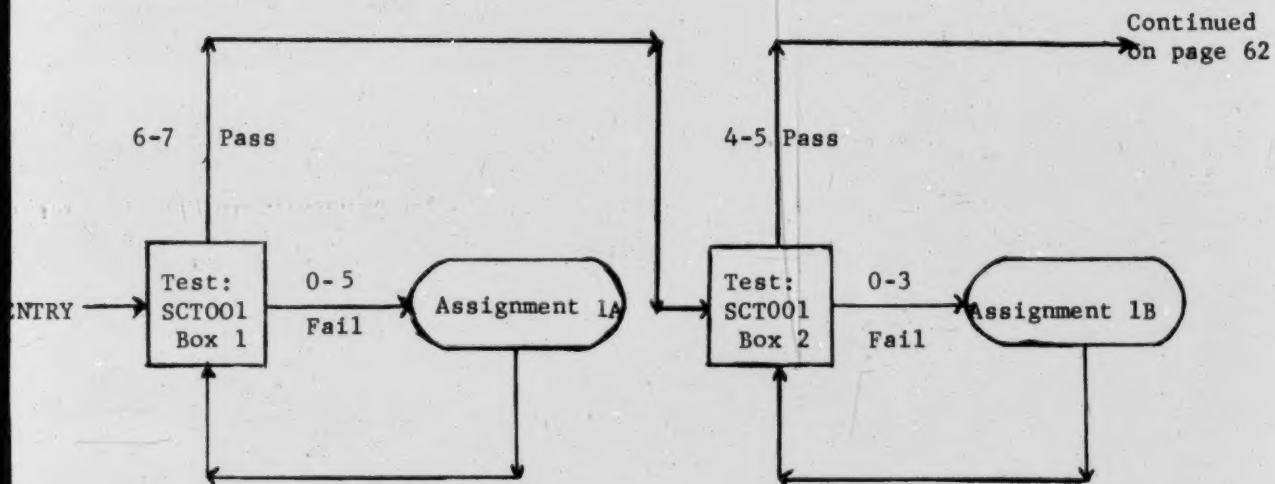
When a trainee completes the required materials for Area 6, he chooses either to exit from the program or to work in the supplementary materials. The supplementary materials are to be used as directed by the publishers.

C. Progress Points

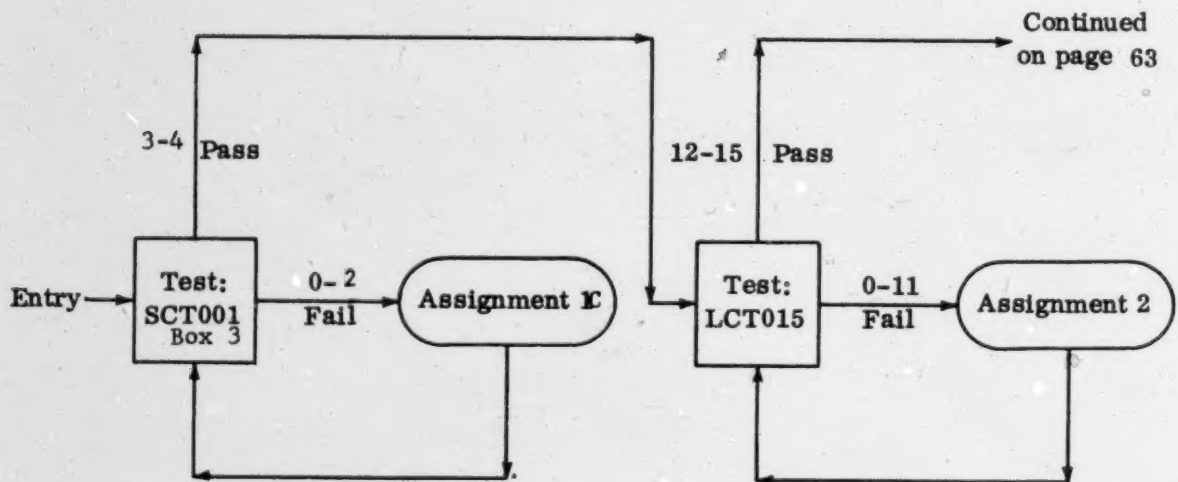
Progress points for Area 6 are awarded after the trainee completes the required materials for the area.

Revised, March 1968

II. Flow-Chart for Area 6



II. Flow-Chart for Area 6 (Continued)



III. Tutorial Program for Area 6

There is no formal tutorial program for Area 6.

IV. Assignments 1, 2, 3B, and 3C for Area 6
Assignment 1A, 1B, and 1C -- Reference Skills - SC001

Description

The materials for this assignment are in the red boxes marked Reference Skills, SC001, Box 1, Box 2, and Box 3.

Procedures

The following directions should be read to each student before he enters the program. The instructor should be familiar with the directions.

- The REFERENCE SKILLS lessons give you practice in the skills of finding information. The lessons explain how you can find information in the library, in reference books, and in short articles like the ones that you read in newspapers or magazines.
- The REFERENCE SKILLS lessons are in three boxes. The lessons in each box are listed in the box.
- You will take a short test before you start to do the lessons. The test will show which one of the boxes you will be assigned to. Most students start in Box 1 and go on to do the lessons in all three of the boxes.
- The lessons are on practice sheets which are filed in separate folders. You will use one practice sheet for each folder.
- An Answer Booklet is in the front of Box 1. You will use this booklet to correct the lessons you do in all three of the boxes.

What You Should Do

After you take the pretest, you will be assigned to one of the boxes. These are the steps to follow:

1. Take a page out of the first folder in the box.
2. Put your name at the top of the page. Also put the correct time in the TIME IN space at the top of the page.
3. Read the lessons and complete the work on the page. Take as much time as you need.
4. When you complete the work on the page, fill in the time again in the TIME OUT space at the top of the page.

5. Take the Answer Booklet out of Box 1. Find the answers that have the same numbers as the lessons you have just finished. Check your answers. Correct any mistakes.
 6. Give your corrected paper to the instructor.
 7. Go on to the next folder in the box. Take out a page, do the lessons, check your answers, and correct your mistakes. Give the paper to the instructor and go on to the next folder. Follow these steps for all the lessons in the box.
 8. After completing all the assigned lessons in a box, the student takes the test for that box again. The same test is used as a pretest and a posttest to show what progress has been made as a result of the program.
 9. The instructor reviews the results of the posttest and records "Pass" or "Fail" in the space at the top of the page. If the test shows that the student has failed to master the material, the instructor goes over the student's practice sheets with him to find and remedy the areas of difficulty. Additional practice exercises should be assigned as needed. (If a few students are having trouble with the same lesson or lessons, some group instruction may be helpful). When the instructor is satisfied that the material has been mastered, the student is ready to take the pretest for the next box of REFERENCE SKILLS materials.
-

Assignment 1A

Box 1 -- Finding Information Skills

Lessons 1 - 13 develop skills in using reference materials and libraries.

NOTE: Lessons 9 and 10 have a JCRL of 7; Lessons 11 - 13 JCRL 6. Tell the trainee to skip any lessons which lists a Job Corps Reading Level greater than his. (If no Job Corps Reading Level is listed with the lesson, the lesson is used by all trainees.)

Assignment 1B

Box 2 -- Finding Specific Information

Lessons 14 - 38 apply use of reference skills for locating specific information.

Assignment 1C

Box 3 -- Finding and Composing Answers

Lessons 39 - 59 cover locating information to answer questions.

Assignment 2, EDL Study Skills - Boxes 1A, 1B, 2, and 3

Description

The materials for Assignment 2 are the EDL Study Skills Boxes 1A, 1B, 2, and 3.

Procedures

1. Give the trainee a list of the lessons in the assignment.
 2. Tell the trainee to skip any lesson which lists a Job Corps Reading Level greater than his. (If no Job Corps Reading Level is listed with the lesson, the lesson is used by all trainees.)
 3. Tell the trainee to use the following steps in working each lesson:
 - a. Find the lesson number which corresponds to the one on the assignment sheet.
 - b. Take out the Study Skill Folder, the Answer Key, and the Practice Sheets for that lesson.
 - c. Read the selection.
 - d. Take the progress check at the end of the folder.
 - e. Score the progress check against the Answer Key.
 - f. If the score is 0-7, read the selection again; if the score is 8-10, read the Study Skill Lesson on the back of the folder.
 - g. Work Study Skill Lessons 1 and 2.
 - h. Check your answers with the Answer Key.
 - i. If most of your answers are right, go to the next lesson; if not, ask your instructor for help.
 4. When the trainee finishes the assignment, he is ready for Test LCT015.
-

Record Sheet for Area 1: Basic Language Skills

Revised, March 1968

Name _____

Progress Point Reported? ☐ Yes

Pre-Test

Test	# Right	Date
LCT001-2		
LCT003		
LCT004		

# Right	Date	# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS

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	LCT001-2	LCT003	LCT004
Fail	0 - 29	0 - 12	0 - 14
Pass	30 - 40	13 - 18	15 - 20

Record Sheet for Area 2: Vocabulary Skills Revised, March 1968

Yes

☐

Progress Point Reported?

Name _____

Pre-Test

Test	# Right	Date
LCT005		
LCT006		
LCT007		

# Right	Date	# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS

	LCT005	LCT006	LCT007
Fail	0 - 18	0 - 19	0 - 9
Pass	19-25	20-27	10-14

Record Sheet for Area 3: Pre-Dictionary Skills Revised, March 1968

Name _____

Yes

☐

Progress Point Reported?

Pre-Test

Test	# Right	Date	# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS
LCT08-10											
Section I, Form A TBLHUD											
Section I, Form B TBLHUD											
Section II, Form A TBLHUD											
Section II, Form B TBLHUD											

	LCT08-10	Section I, Form A	Section I, Form B	Section II, Form A	Section II, Form B
Fail	0 - 21	0 - 41	0 - 41	0 - 21	0 - 18
Pass	22 - 29	42 - 53	42 - 51	22 - 27	19 - 23

Record Sheet for Area 4: Grammar and Usage Revised, March 1968

Name _____

Yes ☐ Progress Points Reported?

Pre-Test

Test	# Right	Date
LCT011-12		
LCT013		
LCT014		

# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS

	LCT011-12	LCT013	LCT014
Fail	0 - 19	0 - 19	0 - 8
Pass	20-25	20 - 25	9 - 11

Record Sheet for Area 6: Reference and Study Skills Revised, March 1968

Yes

Name _____

Progress Points and 2 Bonus Points Reported? ☐

Pre-Test

Test	# Right	Date	# Right	Date	# Right	Date	# Right	Date	# Right	Date	# Right	Date	PASS
SCT001	1												
	2												
	3												
LCT015													
LCT016													
LCT017													
LCT018													

	SCT001 Box 1	SCT001 Box 2	SCT001 Box 3	LCT015	LCT016	LCT017	LCT018
FAIL	0-5	0-3	0-2	0-11	0-13	0-12	0-11
PASS	6-7	4-5	3-4	12-15	14-17	13-16	12-14